

Lehigh Area SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

1000 Union St
Lehighton, PA 18235
(610)377-4490
Superintendent: Jonathan Cleaver
Director of Special Education: Sean LeDonne

Planning Process

The Lehighton Area School District followed the PDE Comprehensive Planning District Level Planning Components Plan to complete its District Level Comprehensive Plan. Initially, the Coordinator of Curriculum & Instruction attended a Phase 3 Training meeting at CLIU #21 on July 29, 2013. After this meeting, a Preliminary Administrative Overview Meeting was held in December 2013. The delay was due to the later release of the on-line tool, from the state, than first announced for Phase 3 school districts. At this meeting, the Comprehensive Planning process was reviewed and explained to the district and building administrators.

On June 23, 2014, at our Academic Administrative Meeting the Comprehensive Planning Process was reviewed and the building administrators began the process of developing their building level planning teams and plan. Also, the Comprehensive Planning District Level Committee was formed, including members from every building level planning team. On July 28, 2014, the Coordinator of Curriculum & Instruction attended a Comprehensive Plan meeting at CLIU #21 and at this time we were notified that building plans were no longer required for the Comprehensive Plan. The Comprehensive Planning District Level Committee worked to complete the Mission and Vision Statements and Shared Values. This committee also completed the Analysis of System, answering the District Level Guiding Questions in order to prioritize the District's systemic challenges.

Three District Level Goals were identified and representatives from the District level Committee volunteered to work on the District goals to develop our District Action Plans. Also new members from the building planning teams were recruited to represent all stakeholders in the District.

The Lehighton Area School District Comprehensive Plan is the result of the District Level Committee.

Mission Statement

Partnering with students, families, and community to provide opportunities for life-long success through academic excellence and individual growth in a safe and supportive environment.

Vision Statement

Educating together to prepare our students for life's journey.

Shared Values

Shared Values:

1. Every student has the right to learn in a safe, supportive environment.
2. All students, regardless of diverse backgrounds and needs are capable of learning and must be respected as individual learners developing skills appropriate to their fullest potential.
3. Learning is a life-long process that begins within the family and is encouraged through the partnership of all shareholders.
4. High standards and expectations, incorporated with varied extra-curricular programs, provide for a well-rounded education.
5. Excellence in education requires time, effort, effective communication, and cooperation by the educational community as well as the community at large.
6. To make responsible career and life choices, all students must learn to communicate, collaborate, problem solve, develop higher level thinking skills and use technology efficiently.
7. The development of a strong work ethic is necessary to enable students to become self-directed and life long learners.
8. Students learn best from highly qualified, caring, and well-trained educators.
9. Through a positive work environment and focused efforts, our employees will make strong contributions to the district's operational success.
10. The educational system must continuously re-examine its purpose, financial commitment, programs, curriculum, and direction in order for a democratic society to flourish.

Educational Community

Educational Community

The Lehighton Area School District is located in the eastern central part of Pennsylvania, approximately 25 miles northwest of Allentown and affiliated with the Carbon-Lehigh Intermediate

Unit #21. The district is comprised of 67 square miles and encompasses the borough of Lehigh, Franklin Township, East Penn Township, Mahoning Township, and Weissport Borough. Population is approximately 20,000 people as of the census of 2010 and the student population is approximately 2,373.

Presently, there are four elementary buildings in the Lehigh Area School District, housing students in K through grade 4. All kindergarten programs are full day. One building is in the borough of Lehigh, one in East Penn Township, one in Franklin Township, and one Mahoning Township. The middle school, grades 5-8 is located in the borough as well the the High School, grades 9-12. Student population is 96% Caucasian, 3.7% Hispanic and less than 1% each black and Asian/Pacific.

The district is primarily rural with a limited commercial and industrial base with a free and reduced lunch population ranging from 32-56%. Although this is the case, the Lehigh Area School District has continued to provide quality schools for the students. The district though, faces the challenge of community support through taxation efforts to sustain a quality program.

The Lehigh Area School District is located within the Allentown-Bethlehem-Easton labor market where many residents are employed. There has been a small percent of residents moving into the area from New Jersey, New York and Philadelphia maintaining their affiliation to their place of employment in these areas. Since the district is also adjacent to the Poconos, employment is also found in the resort areas. Major employers located within the district's boundaries include: Blue Mountain Health System, Lehigh Area School District, Walmart, Giant Foods, discount centers, retail stores, banking institutions, restaurants, and county unemployment office. Larger corporations are located in the Lehigh Valley area including, Mack Truck, Air Products, B. Braun, PP& L, Alpo, Crayola, Nestle, & ABE Airport.

Lehigh Area School District budgets and expends funds according to policies and procedures mandated by the Pennsylvania Department of Education. An annual operating budget is prepared by the administration team and submitted to the school board for approval prior to final approval before the start of the new fiscal year, as required by Act 1.

The budget for 2013-14 was adopted in June, 2013 in the amount of \$35,530,479. The budget for 2014-15 was adopted in June 2014, in the amount of \$37,099,689. For the 14-15 Budget, real estate taxes increased from 47.32 to 47.88 mills. The total value of a mill was equal \$360,486.00. The median family household income reported from the 2013 census estimates was \$42,800, below the county family median income at \$49,900.

The percentage of local revenue to the total 2014-15 budget was 60% while the percentage of state revenue was 37% and the percentage of federal revenue was 3%. The percentage of collection on real estate tax is estimated at 90%.

PERSONNEL

Lehigh Area School District sustains a strong commitment to providing our students with highly qualified state-certified professional employees to develop, deliver, and assess the curricular offerings of the district. The district currently employs 191 professionals for 2,373 students which include nurses and guidance counselors and two behavioral support therapists. The average teaching years of experience is 14.16 years with 54 % of professional staff at a master's degree level. Fifty-five support personnel assist in Title programs, classrooms, computers/technology, health rooms, and special education programs. EST staff assists at the elementary level along with 4 reading specialists and two math teachers in Title programs. An ESL teacher is assigned to the ELL population K-12 and two school psychologists who are part of the RtII process and testing of students who may require special education programs, out of district placements, 504 plans, and gifted. Other personnel include plant operations (37), cafeteria personnel (34) with leadership under the direction of Nutrition Group and secretarial support of 23 staff members. The administrative team consists of fifteen professionals.

SCHOOL LIBRARY RESOURCES

The Lehigh Area School District presently operates one library in each of the four elementary buildings. There is one library in the middle school and one library in the senior high school. The primary goal of the library program is to supply a variety of print and non-print resources as well as equipment to meet the various needs of the students and staff. The library program strives to provide services that will enhance the curriculum, create an environment that fosters interest in books, reading, and technology. The goals are accomplished by maintaining a collection that supplements the curriculum and fulfills Chapter 4 regulations, dissemination of the library holdings to students and staff, and instruction about resources and equipment that is integrated into various curricular areas. Students attend library classes regularly at the elementary level. A collection of 14,121 books are housed at the Franklin Elementary school and 5,772 at the East Penn Elementary school, Shull David 5,176 and Mahoning houses 4,488. There are at least 4 computers in each elementary library with a teacher workstation.

Library management at both the High School and Middle School level is done via a computerized system called OPAC. Power Library offers high school students the opportunity to subscribe from home. Students also use ACCESS PENNSYLVANIA to locate books from the library. Magazine Articles Summaries on CD-ROM and the print edition of the Reader's Guide to Periodical Literature are used to search for magazine articles. Other data bases are used at the MS/HS level called 2 FACTS, First Resources, and ProQuest. All libraries have been upgraded to the Destiny computerized system.

Books are purchased to support and enrich subject matter across the curriculum. The High School has close to 12,000 books and subscribes to 14 different magazines and 2 daily newspapers. The High School maintains a lab of 25 computers with a teacher workstation and 10 additional computers in the library setting itself. The middle school library houses 2,853 non-fiction books and close to 2,000 fiction books. They also subscribe to two newspapers and 33 magazines. The middle school library houses 26 computers and 2 teacher workstations. In September, 2007 a 4 wireless laptop mobile cart was added to middle school library.

The library curriculum for grades K-12 is board approved and librarians are in the process of mapping their integrated classes or specific classes offered to students as evidenced in the regularly scheduled classes for elementary students. The curriculum is reviewed and revised as necessary.

The district library program is staffed with four full-time librarians, two elementary librarians and two library paraprofessionals. The elementary librarians and paraprofessionals cover the program for four elementary buildings. The middle school librarian works in the library five days a week and shares a paraprofessional with the high school. The librarian at this level also assists with STAR assessment and the mobile wireless lab for teacher use. The senior high librarian works at the high school five days a week, sharing the paraprofessional with the middle school.

CURRICULUM

All elementary students have access to equitable services and programs including full day kindergarten, strong Title I reading and math services, RtII, Study Island, STAR Renaissance, Earobics, Brain-Pop, challenging curriculum, small group work, guided reading, a new reading series for the 15-16 school year, and one-on-one instruction and many available resources. During the 11-12 academic year, the district implemented the use of STAR Renaissance in reading and math as a benchmark assessment to assess and implement strategies for attaining student success and purchase a wireless laptop cart that will hold up to 18 laptops to be used at one of the elementary buildings. Students have the opportunity weekly to participate in library, music, art and physical education/health. Gifted opportunities usually center on cultural events and enrichment support. Report cards are issued every nine weeks and parent conferences are held in November and spring. Kindergarten orientation is held in August as well as new student orientation. All elementary schools have a school-wide positive behavior program with positive re-enforcers as well as consequences for behavior.

Middle school uses a teaming concept that supports student success. All students are taught in the core academic subjects with many opportunities for exploratory classes in health and physical education, the arts, music, technology, and family /consumer sciences. Identified gifted students use Rosetta Stone as part of their program and our Enriched within and beyond core subject areas. Study Island is used as a supplemental program and STAR Renaissance as a benchmark assessment three times a year and identifies students, as well as PSSA data, who are in need of after school tutoring. In the past two years we've increased technology through addition of two computer labs

with 30 computers each and a Smart Board. Also, we added two 30 computer laptop carts, a 30 iPad cart, and an eight laptop wireless cart. Progress is reported every nine weeks with mid-point reviews every three/four weeks and parent conferences in November. Middle school orientation is held in August prior to the opening of school.

The high school operates on a block schedule of 72 minutes per block. Classes are offered as advanced placement, honors, academic and applied. Besides the math, social studies, science, English requirements, and physical education/health requirements, many opportunities exist that develop a student's creativity in the arts, including art classes, music, band, foreign languages (German and Spanish) and various other electives. There are several business classes including accounting, business law, and technology. There are numerous smartboards presently being used by high school staff. Dual enrollment is presently offered to senior art seminar students through the local community college (LCCC), other LCCC courses and the district will be exploring more AP offerings beginning September, 2014, including AP Physics C: Mechanics. Alternative education is available for those not meeting high school standards. Students in grades 10-12 may choose to attend the Carbon Career and Technical Institute. Student progress is reported every nine weeks to parents with a strong emphasis from administration to provide positive feedback weekly to parents on student success. Parent conferences are available in November and spring. All incoming freshmen and their parents have orientation in late spring. Last year's graduating class reported that 73% would plan to attend post-secondary schooling.

There are a variety of extracurricular offerings at both the middle school level and high school level including, but not limited too many sports, clubs, and musical activities. Award winning musical events have been the norm within the district in the past several years. The girls' field hockey team also won the district and state championship in 09-10 and placed 2nd in the state competition during the 10-11 school year. Also, individual students are recognized for state and regional competitions in sporting events and musical/art talent.

All students have access to guidance/counseling services as well as health services. Certified nurses operate the SAP program at the middle school and high school level along with the counselors. An elementary school wide behavior program exists with character education classes weekly as part of the process. Curriculum is reviewed on an on-going basis that supports academic success for all, a student centered focus, maintaining progress in curriculum offerings and choices, and textbook and technology updates.

The district operates their own special education program with a host of classes at the elementary, middle school, and high school level. These include life skills, itinerant resource services, part-time to full time classes, multi-handicapped, speech, gifted, 504 services, emotional support, and behavioral/learning support. The Intermediate Unit #21 operates the multi-handicapped class for elementary age students. The percentage of identified special education students K through grade 12 is 13%.

The strengths of our students and community are:

- ~students who are interested learning
- ~supportive school board
- ~dedicated teachers who are highly qualified
- ~a variety of extracurricular offerings
- ~challenging curriculum
- ~strong partnerships with parents and community

Our needs include:

- ~improved academic proficiency as demonstrated in the PVAAS Growth model for all tested subjects K-12.
- ~equitable access to technology (K-12) and incorporate 21st century learning into the curriculum
- ~increase staff opportunities for growth through continuing education, PLC, and leadership opportunities
- ~more career opportunities for career based learning such as job shadowing to make life experiences more relative
- ~increase achievement of students with needs
- ~increase opportunities to meet transition needs for post-secondary targets

Under the direction of the newly appointed superintendent in July, 2012, the district continues to move forward with their three main goals:

- * Student Achievement- The LASD will design, implement, and evaluate a comprehensive plan to significantly improve student achievement.
- * Student-Centered Environment- Developed to foster and promote success for all students and re-enforced by all district personnel.
- * Current Technology-To promote the most effective use of technology to maximize benefits for our students, school, and community.

Planning Committee

Name	Role
Charles Bachert	Administrator : Professional Education
James Blakeslee	Ed Specialist - School Counselor : Professional Education
Gloria Bowman	Board Member : Professional Education
Sarah Brandt	Ed Specialist - School Psychologist : Professional Education Special Education
Floyd Brown	Administrator : Special Education

Jonathan Cleaver	Administrator : Professional Education
Matthew Cordes	Business Representative : Professional Education
Jennifer Evans	Administrator : Professional Education
Lory Frey	Community Representative : Professional Education
Brad Haupt	High School Teacher - Regular Education : Professional Education
Donald Herman	Elementary School Teacher - Regular Education : Professional Education
Suzanne Howland	Parent : Professional Education Special Education
William Howland	Business Representative : Professional Education
Beth Hudlow	Parent : Professional Education
Michele Kirsch	Elementary School Teacher - Regular Education : Professional Education
Samantha Kistler	High School Teacher - Special Education : Special Education
Chris Knappenberger	Middle School Teacher - Regular Education : Professional Education
Sean LeDonne	Administrator : Special Education
Michael Lusch	High School Teacher - Regular Education : Professional Education
Mark McGalla	Administrator : Professional Education
June Potts	Parent : Professional Education Special Education
Rachel Quinn	Middle School Teacher - Regular Education : Professional Education Special Education
Craig Reichl	Administrator : Professional Education
Aaron Sebelin	Administrator : Professional Education
Timothy Tkach	Student Curriculum Director/Specialist : Professional Education
Melissa Wagner	Community Representative : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Our elementary guidance counselors are currently working to complete a map for career education and work standards. Currently none of our elementary guidance counselors follow the American School Counselor Association for Students development of national standards. The school district does not offer any preschool services. A main emphasis for professional development for the 2014-2015 school year will be revamping curriculum. Currently some of our curriculum is aligned to PA Content Standards which was the guide for instruction and some to the PA Core Standards which was adopted last year.

Elementary Education-Intermediate Level

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

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

Our elementary guidance counselors are currently working to complete a map for career education and work standards. Currently none of our elementary guidance counselors follow the American School Counselor Association for Students development of national standards. Family Consumer science is not offered at the elementary level. A main emphasis for professional development for the 2014-2015 school year will be revamping curriculum. Currently some of our curriculum is aligned to PA Content Standards which was the guide for instruction and some to the PA Core Standards which was adopted last year.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Developing
PA Core Standards: English Language Arts	Needs Improvement	Needs Improvement
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Needs Improvement	Needs Improvement
Economics	Accomplished	Developing

Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Developing
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

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

Alternate Academic Content Standards for Reading and Math are non-existent in the curriculum at the school district. As defined by the school code, the main emphasis is on the PA content standards, alternative standards are not a focus in the school. Also, because we do not offer any foreign languages at the Middle School World Language is non-existent.

Transitioning to the Common Core Standards is required and as a result we will be curtailing curriculum to meet this new requirement. This is the rationale for Language Arts and Math standards being listed as "needs improvement". They exist but will be updated with the curriculum.

High School Level

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

English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

Alternate Academic Content Standards for Reading and Math are non-existent in the curriculum at the school district. As defined by the school code, the main emphasis is on the PA content standards, alternative standards are not a focus in the school. We currently do not offer students the opportunity to participate in the American School Counselor Association for Students.

Adaptations

Elementary Education-Primary Level

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Elementary Education-Intermediate Level

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Middle Level

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics

High School Level

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

Explanation for any standards checked:

The PA Core Standards are the guide to revamping curriculum as a district initiative.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished

Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Faculty meets regularly to review, assess curriculum and tweak changes. The department heads hold meetings each marking period to review and provide information throughout the school year. We meet monthly to review all students progress/growth through RtII and data discussions. Our Title One staff meet regularly as a whole group to ensure they are meeting federal regulations.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Faculty meets regularly to review, assess curriculum and tweak changes. The department heads hold meetings each marking period to review, and provide information throughout the school year. We meet monthly to review all students progress/growth through RtII and data discussions. Our Title One staff meet regularly as a whole group to ensure they are meeting federal regulations.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

The Curriculum office meets with Department heads throughout the school year to ensure we are implementing the Curriculum Maps. Furthermore, the in-services for the 2014-2015 school year will be devoted to curriculum development and the integration of Common Core Standards for each course.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

Departments worked cooperatively to design, align, and write the maps based upon the core standards set by the state. Course maps and syllabi are being submitted to Department Heads of each content area for review, then sent to building administration for approval, and finally submitted to district level administration. Common assessments have been established to provide consistency within each course for the purpose of creating reflection and data driven instruction and decision making. Classroom walk-throughs and observations will continue to ensure teacher effectiveness and accountability regarding standards and implementation.

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

This narrative is empty.

Modification and Accommodations

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

This narrative is empty.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

Regular Lesson Plan Review

- Administrators
- Building Supervisors

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

Walk-through responsibilities are shared among building level administrators and completed on a weekly basis. Results are discussed and data is used to drive professional development. Observations are completed on a semi-annual or annual basis depending upon the level of professional being observed.

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

Volunteer committees focused on instructional strategies will be afforded the opportunity to view peer instruction and provide peer coaching. At this present time we do not allow for peer evaluations. Also, due to limited resources in time and staff, not all of the above strategies are implemented.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used	Full

to meet student needs.	Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

Differentiated instruction is being conducted throughout the primary elementary buildings. Students are instructed through a combination of whole group instruction and small group instruction based on individual level of need. Additionally, push-in and pull-out programs are utilized in cooperation with Title I reading specialists and special education teachers. The school district also promotes technology infused curriculum and strives to bring opportunities to students. To that end, classrooms are equipped with technology as funding opportunities become available. Virtual education, which is offered as a stand-alone education or as a blended environment is offered to students K-12.

Elementary Education-Intermediate Level

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

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

Differentiated instruction is being conducted throughout the primary elementary buildings. Students are instructed through a combination of whole group instruction and small group instruction based on individual level of need. Additionally, push-in and pull-out programs are utilized in cooperation with Title I reading specialists and special education teachers. The school district also promotes technology infused curriculum and strives to bring opportunities to students. To that end, classrooms are equipped with technology as funding opportunities become available. Virtual education, which is offered as a stand-alone education or as a blended environment is offered to students K-12.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of

	district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

Flexible instruction is not used currently within this district due to future scheduling constraints.

Recruitment

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

The Lehigh Area School District follows an equity plan to ensure that all students (Title I, low income, special & regular education) will have an even distribution between beginning teachers and highly-qualified teachers. A yearly review usually in April or May will take place between the Federal Programs Coordinator and building principals to make sure that an equitable and appropriate distribution of students and highly-qualified teachers will occur. Also, we use PVAAS data and observation data to determine teachers owning the skill set to address struggling learners.

Assessments

Local Graduation Requirements

Course Completion	SY 15/16	SY 16/17	SY 17/18
Total Courses	28.00	28.00	28.00
English	5.00	5.00	5.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities		X				X
Career Education and Work		X				X
Civics and Government		X				X
PA Core Standards: English Language Arts		X				X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				X

PA Core Standards: Mathematics		X				X
Economics		X				X
Environment and Ecology		X				X
Family and Consumer Sciences		X				X
Geography		X				X
Health, Safety and Physical Education		X				X
History		X				X
Science and Technology and Engineering Education		X				X
World Language		X				X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA, Keystone Exams, Unit Tests, Mid-Term and Final Exams	X		X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
STAR	X		X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
STAR, Study Island, Quizzes	X		X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
STAR	X		X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X

Department Supervisor Review				
Professional Learning Community Review	X	X		X
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Throughout the 2013-2014 and 2014-2015 school years the staff under the direction of the Curriculum Office, have been working towards the goal of having 80 percent common assessment for each course throughout the school district. Teachers have worked collaboratively on numerous occasion during professional development days and in teams in pursuit of this goal.

Development and Validation of Local Assessments

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

A majority of assessments in the school district are locally developed and created assessments. They are a collaborative effort by teachers in a grade level or at a course level using, at times, purchased curriculum materials and teacher created assessments. Also, this can be across buildings i.e. Algebra 1 taught in the High School and Middle School. Teachers utilize the curriculum map as a starting guide for developing an assessment. The standards addressed in a unit are analyzed first and then the specific content and skills taught in the unit are identified. Through that process, teachers create an assessment that fits the needs of the unit and addresses the standards. The validation process is a check and balance approach using data from the assessment to see if it measures what the students were actually taught in the unit as well as using PSSA and Keystone data to determine the level of need which may be targeted and redeveloped.

Collection and Dissemination

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

District level and building administrators get together to analyze and interpret data and form action, dissemination, and implementation plans for the next school year after the release of PSSA and Keystone Exam scores. This meeting helps to form the action plans for curriculum, instruction, and staff development to target the needs of the students each school year. Also, at the District and building levels, administrators analyze the PSSA & Keystone results using the raw data and PVAAS. This information is shared with building data teams for the use at the classroom level regarding decisions for remedial intervention and enrichment needs. STAR assessment is used at all levels, during the beginning, middle, and end of the school year to evaluate students and their individual needs.

Data Informed Instruction

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

The Lehigh Area School District uses assessment data throughout the district to assist students who have not demonstrated achievement of the standards at a proficient or higher level as well as to enrich students who are achieving proficient or above.

At the elementary level, we have an excellent RTII program that provides Tier Time instruction to meet the needs of students. Students who are achieving below level on assessments receive supplemental intervention during I/E instruction time, while students who are on level and above level receive enrichment opportunities. Additionally, student needs are addressed during core instruction through programs in math and reading that provide, level, below level, and above level resources to target student needs. Students in Reading & Math at the high school and middle school levels will have access to a period of time that is specifically targeted to standards in which they are not proficient. For students who are performing at or above level, programs will be provided for enrichment in math, reading, and writing to supplement the core programs.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Teachers meet and discuss PSSA, PVASS, STAR, and classroom level assessments (which are common assessments) and devise instructional strategies to implement appropriate adjustments to ensure all students are more likely to achieve increased mastery of PA assessment Anchors, Eligible Content, and standard aligned learning objectives.

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

The district is in the process of using anchor and standard aligned report cards at the kindergarten level in the upcoming school year. If this process is successful, it will transition up through the other grade levels in

subsequent years.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

As a public school we work in collaboration with the PDE and share information about summative assessments to the public through individual meetings, letters to parents, local media reports and others.

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

We share the information to our constituencies sufficiently and do not plan on incorporating additional strategies.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

We provide remediation groups for students that do not score at the proficient or higher level on state standardized tests. This year we will be participating in a school-wide

positive behavior intervention and supports program in conjunction with IU21. We will use this opportunity to assess student needs and data to determine the appropriate responses as they apply to student engagement and achievement.

Programs, Strategies and Actions

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

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

The elementary schools do not have a school resource officer at any of their four locations. Each building works very closely with local law enforcement to educate, plan and reinforce behaviors. Each school follows and reinforces the district policies addressing anti-bullying (249), unlawful harassment (248), hazing (247), however we do have specific violence plan.

The middle school does not offer a formal peer helper program but is looking into starting a program next school year through the guidance department. We do have a crisis plan and anti-bullying procedures but they are not specific to a violence prevention plan. Lastly, we do not have a School Resource Officer at the middle school and are confident that our current procedures are working to provide a safe environment that is conducive for learning to occur.

The high school currently does not offer peer helper programs since it does not fit into our block scheduling. We have a crisis plan in effect and an anti-bullying policy but not specific to a violence prevention plan. We do not currently have a school resource officer in place.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

All students are screened for consideration for an evaluation to determine eligibility for gifted support programming.

At the elementary and middle school level, student performance on benchmark Math and Reading assessments reviewed through the RTII process at the elementary level and guidance department at the middle school and high school level. Students scoring at or above the 95th percentile in any basic academic areas (Reading and/or Math) are thought to be strong candidates for formal referral under the gifted process.

At the secondary level, student group achievement results (Keystones) are reviewed by the building guidance counselor. Students scoring at or above the 95th percentile **or** in the top 5 percent of scaled scores, when percentile ranks are not available, in any basic academic areas are thought to be candidates for formal referral under the gifted process. Student performance on the state assessments (PSSA and Keystones) is reviewed, at the following grade levels (Grades 3-12) by the RTII team at the elementary level and the guidance at the middle school and high school level. Students scoring at the “Advanced” level in reading and/or math tests are thought to be strong candidates for formal referral under the gifted process.

Consideration for an evaluation to determine eligibility can also be accomplished through parent referral or teacher referral.

Parents who feel that their child should be receiving gifted support services are encouraged to first speak to their child’s current teacher. Discussion should occur as to the evidence that supports reasoning that the student would be a good candidate for the program. The classroom teacher can provide insight based upon experience with not only the student in question but also typical performance of other students at that developmental level.

Based on discussion with the teacher three options are available to the parent:

- a. Informal Permission to evaluate through pre-referral testing that may include K-BIT-2 or similar testing as well as teacher and parent rating scales and a review of current academic records.
- b. Formal Permission to Evaluate to initiate a GMDE, along with the Procedural safeguard notice.
- c. Parent chooses not to pursue this further at the current time.

If a parent provides a written request for an evaluation for gifted services or the student’s score meets or exceeds the minimum set forth by the gifted screening matrix, the student will be referred for a gifted multidisciplinary evaluation. Prior to conducting a gifted multidisciplinary evaluation, the district will obtain informed parental consent through the issuance of a Permission to Evaluate form. A Procedural Safeguards Notice will be issued to parents with the Permission to Evaluate. Upon the district’s receipt of the signed Permission to Evaluate form, the student will be scheduled for individual psycho-educational evaluation with a certified school psychologist. The psychologist will review information gathered from the parents, teachers, and school record. This information, along with individual psycho-educational evaluation results will be incorporated into the Gifted

Written Report.

The term “mentally gifted” includes a person who has an IQ of 130 or higher, when multiple criteria as set forth in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. Lehighton Area School District utilizes a matrix for consideration of performance supporting gifted ability beyond IQ performance. Under this matrix, IQ scores are assigned points based upon the score’s standard deviation from the mean.

Demonstrated performance under the multiple criteria areas indicated below is also considered in this matrix. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted education.

Multiple criteria indicating gifted ability includes:

1. A year or more above grade level for the normal age group in one or more subjects as measured by ***an individually administered*** nationally normed and validated achievement tests. Lehighton’s Gifted Matrix utilizes standard scores as opposed to grade equivalent scores. Currently grade equivalent scores are reflective of student earning the same raw score and not reflective of skill sets mastered for the average student at that grade level in the normative group. However should a student qualify as gifted, classroom based/RTII measured will be considered for the development of goals. ***Examples include:***

Woodcock Johnson Tests of Achievement III and Wechsler Individual Achievement Test III (WIAT-III).

2. An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.

The Rate of Acquisition and Rate of Retention will be determined through the use of instruments such as, but not limited to the Wide Range Assessment of Memory and Learning -Second Edition (WRAML-2), and Test of Memory and Learning 2 (TOMAL-2). Measures of general memory as well as measures of acquisition of new learning are considered in the matrix.

3. Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion referenced team judgment.

Considered in this area is performance as assessed through measures such as, but not limited to STAR, Keystone, and PSSA. These assessments are administered at regular intervals through the general education. Additionally, any independently completed permanent products, portfolio, and demonstration of skills may be considered. Student’s performance on submitted portfolio will be assessed by team members that include teachers at one grade level above current grade

4. Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise.

This area will be assessed through rating scales such as, but not limited to Scales for

Identifying Gifted Students (SIGS), and Gifted Rating Scales (GRS). Additionally, documentation of products, projects, competitions, demonstrated skills, and noteworthy awards and achievements provided by the parent or school that support early skill development will be considered in this area.

5. Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34CFR 300.8 (relating to a child with a disability), gender or race bias, or social/cultural deprivation are masking gifted abilities. Consideration will be given to utilizing assessment measures that reduce influence of these factors.

Once a student is found eligible for gifted services through the evaluation process, a GIEP will be developed and a casemanager will be assigned. This individualized program may be a combination of acceleration and enrichment to meet the needs of the student. If the need for enrichment has been identified, the gifted instructor and classroom instructor will collaborate to provide appropriate methods and materials.

In developing the GIEP, options are differentiated according to the needs of each gifted student. These choices are not based on existing "canned" curricula, student scheduling, age-peer levels, age-grade levels or grouping.

Options across all grade levels we currently use, but are not limited to, include: level, grade and/or subject acceleration with flexible pacing, grade or subject skipping, advanced placement and honors courses with earlier-than-normal access, independent study designed to meet a gifted student's long-term interests and expertise in a given area, distance learning, online courses, alternative scheduling, incorporation of appropriate outside-of-school educational experiences, enrichment in content areas, independent learning contracts, field experiences designed to meet gifted students' performance level and career interests, technology to facilitate learning, appropriate hands-on materials, instructional resources needed for academic competitions and off-site resources.

The delivery options needed to provide specially designed instruction for each gifted student is determined on an individual basis through the development of the GIEP. Student needs and interests are incorporated in this document.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X

Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Positive Behavior systems are established at the elementary and middle school levels. We are implementing a PSWBS at the high school level this year with the help and direction of our IU. At all levels, there is a strong emphasis on a positive school climate. In addition, the Middle School puts a focus on Character and bullying is stressed at all levels.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

In the Lehigh Area School District, the needs of each child are appropriately addressed to best fit the child. We have in-house counseling services available through the district guidance counselors at all levels to provide ongoing student support. In addition, a counselor from the Carbon, Monroe, Pike D&A services is available to provide group and individual counseling at all levels. Finally, we have a Alcohol & Drug education specialist from the Wyoming Valley A&D Services employed in the district to address the alcohol and drug educational and informational needs of our students K-12.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The district is very proactive with our attendance and truancy policies. The district has an attendance officer, who works with the building administrators, school, and families to resolve cases of chronic absenteeism and truancy. When needed a truancy elimination plan (TEP) is created and held for students in need of this service. A C&Y caseworker is in attendance at this meeting as well as an administrator, guidance counselor, and attendance officer.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Automated phone calling system.				X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

All four elementary schools have a strong RtII program in place where they rely on data/interventions/remediation and enrichment. Through the use of a master schedule all grades levels have a daily enrichment/intervention block where specific targeted skills are addressed through differentiation. Each grade level meets one day per five day cycle to discuss and tweak flexible groups. The RtII team meets monthly with each grade level to review data and progress monitoring results. Both Title One reading and math specialist and the RtII teacher consult daily with all grade levels.

Community Coordination

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

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

Local child care and preschools frequently visit the elementary schools to transition their students prior to entering Kindergarten. All local agencies are invited yearly to our Title One School and Lehigh Community Pool event to link families, school and agencies with resources.

Preschool Agency Coordination

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

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

The school district collaborates with local preschool directors and teachers. At the local district level, Kindergarten teachers collaborate with local preschool teachers and directors as well as head start agencies to ease and strengthen the transition bond for students. Kindergarten registration is held in February to gather paper information for registration. Then, in May a Kindergarten screening registration/process is also held where incoming students work with Kindergarten teachers, guidance counselors, and district personnel to screen students for Kindergarten readiness. Parents are invited to a Kindergarten orientation and work with principal to learn about the climate and culture of the school and Kindergarten program. All of these activities are supported by the district to ensure that there is a smooth transition into the school district for both the families and students.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

All staff collaborate through common grade level planning, faculty meetings and training opportunities. Our RtII program has been expanded to include an elementary master schedule with 40-45 minutes of daily intervention/enrichment block differentiating students strengths and weaknesses. We have participated in PaTTAN training workshops, utilize a web-based universal data screener and forged relationships with consultants and professors through East Stroudsburg University and Lehigh University.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

All staff collaborate through common grade level planning, faculty meetings and training opportunities. Our RtII program has been expanded to include an elementary master schedule with 40-45 minutes of daily intervention/enrichment block differentiating students strengths and weaknesses. We have participated in PaTTAN training workshops, utilize a web-based universal data screener and forged relationships with consultants and professors through East Stroudsburg University and Lehigh University.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Best practices have been researched through visitation to other highly effective schools/districts. Practices gleaned from visitations and research have been implemented to increase student opportunities and growth.

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

This narrative is empty.

SAS Incorporation**Elementary Education-Primary Level**

Standards	Status
Arts and Humanities	Implemented in

	50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable

American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Family & Consumer Science is not offered at the elementary level. Our district only follows and allows the PA Core Standards for academic content. However, we do allow project based assessment if the student does not attain proficient on their state assessments. Our guidance counselors do not follow the American School Counselor Association for students standards, at this time.

Elementary Education-Intermediate Level

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

	district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Our district only follows and allows the PA Core Standards for academic content. However, we do allow project based assessment if the student does not attain proficient on their state assessments.

Our guidance counselors do not follow the American School Counselor Association for students standards, at this time.

Middle Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms

Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Our district only follows and allows the PA Core Standards for academic content. However, we do allow project based assessment if the student does not attain proficient on their state assessments.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district

	classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of

	district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Our guidance counselors do not follow the American School Counselor Association for students standards, at this time. Our district only follows and allows the PA Core Standards for academic content. However, we do allow project based assessment if the student does not attain proficient on their state assessments.

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

Professional development and/or in-service time is built into the school calendar with in-service days, faculty meetings, etc. The goal is to promote continuous growth and promote change if necessary. We want to provide continuous evaluation procedures to assess the effectiveness of current programs and proposed changes by the school district and state. Professional development time is allowed to provide on-going evaluation procedures to assess the effectiveness of, and provide support for educators, specialists, counselors, and administrators especially in light of the new educator effectiveness evaluation process. The district began to use PAETEP as an evaluation tool and Eduplanet as a resource for continuing professional development.

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

This narrative is empty.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Professional judgement of all district administrators: Superintendent, Director of Curriculum & Instruction, & Principals. Also, the questionnaire that is handed out at the end of the school year by the department of Curriculum & Instruction asking teachers for possible suggestions on Professional Development to help improve areas of weakness for the next school year.

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

Two strategies listed above that require further development are using disaggregated student data to determine teacher's learning priorities. We will have the teachers review their student data, find an area of weakness and make suggestions on how to improve this area of weakness. The second strategy is the creation of an implementation evaluation based upon specific expectations related to changes in teacher practices used to validate the overall effectiveness of the professional development initiative.

Induction Program

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

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

New teachers complete an induction program that spans the entire school year. They meet with administrators and mentor teachers prior to the school year and have expectations that they must fulfill as outlined in their induction packets.

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

New teachers aren't formally required to effectively navigate the Standards Aligned System website. Consequently, we will incorporate this into the induction packet next year.

Needs of Inductees

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

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

Lehigh Area School District has procedures in place to ensure these areas are completed. Building administrators in conjunction with mentors and mentees meet on a monthly basis formally in addition to meeting informally throughout the school year to best prepare our teachers for the profession.

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

This narrative is empty.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.

- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Mentors are selected based on their successful experiences and those that have proven themselves to be leaders as defined by their actions, not necessarily their positions.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Within the Induction packet there are places for the participants to provide signatures and check off that the items were completed. Additionally, the Principals of the perspective buildings and then the Superintendent reviews the Induction packets for completion.

Recording Process

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

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

Special Education

Special Education Students

Total students identified: **357**

Identification Method

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

The Lehighton ASD uses a multi-step process to identify students with learning disabilities. Students experiencing difficulties are identified through teacher or parent referral.

The evaluation process can be initiated by:

- Parent request- a Permission to Evaluate will be issued within 10 days of the request
- School Intervention Team

At the Elementary level, concerns are brought to the Response to Intervention and Instruction Team. This team is comprised of the building principal, RTII teacher, guidance counselor, regular education teacher and school psychologist. The team reviews all data relevant to the student including: classroom grades, benchmark assessments, PSSA results, behavior reports, reports from outside agencies working with the student and any other pertinent information provided by team members or parents. The team will make recommendations and staff will implement agreed upon interventions. Data is collected to determine progress. If the student is making progress, the team continues support. If the student is not making progress despite the interventions, the team will refer the student for a formal evaluation through the Special Services office and a Permission to Evaluate will be issued.

At the Secondary level, guidance counselors collect information from the student's teacher input, cumulative records and parent input. The counselor will meet with the student and team members to develop strategies to address the areas of concern. Referrals may be made to the SAP team, outside agencies such as Drug and Alcohol or MH/DDS if warranted.

If interventions are not successful, a request for a formal evaluation is made through the Special Services office and a Permission to Evaluate will be issued.

When parental permission is given for evaluation, the psychologist will conduct the specified testing, review input from team members (teachers, parents, administrators, nurses, counselors) and conduct observations. The Evaluation Report will be issued within the 60 calendar day timeline.

For classification as student with a specific learning disability, the team will have documented a severe discrepancy between cognitive ability and academic achievement that occurs in a variety of settings that is not the result of health issues, socio-economic status, lack of instruction, limited English proficiency or cultural factors. Documentation will come from a variety of sources including (but not limited to): cumulative records, work samples, teacher reports, reports from outside agencies, formal & informal tests, curriculum based assessments, and intervention data.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

Based on the Penn Data Report for the 2012-13 school year, Lehigh Area School District overall has a percentage of 15.2% of it students identified as special education. The State percentage is 15.3%. Only one area shows a disproportionality in the exceptionality category of emotional disturbance. The State percentage is 8.6% and the Lehigh Area School District has a percentage of 20.2 %. This number has decreased from the 2011-12 school year where the emotional disturbance category percentage was 23.6%. There is no significant disproportionality based on race/ethnicity.

In order to address the disproportionality, the district will develop proactive interventions to address students' emotional and behavioral needs. Ongoing training in behavior management and principles of reinforcement will be provided to staff. Training on de-escalation strategies will be provided during the duration of this plan. Working collaboratively with the Response to Intervention teams, struggling students will have behavioral interventions implemented and data collected for review by the team. A tiered model of interventions will be developed and utilized. The district guidance counselors have begun to provide a more structured schedule of counseling groups to address social

skills and behavioral concerns of students. Social skills training by emotional support interventionists will also be utilized.

During the evaluation process of a regular education student, where emotional disturbance is suspected, the team would review the prior interventions. Input from team members (parents and staff) as well as outside agencies will be considered. Formal testing including behavior scales related to emotional disturbance will be utilized to determine eligibility as a student with emotional disturbance versus social maladjustment.

Through the reevaluation process of currently identified students, team will carefully review the progress of the student to determine if the student continues to meet the criteria for special education. If the data reflects the student has made sufficient progress the team will meet to determine for continued need for specially designed instruction. If the student no longer requires the specially designed instruction related to their disability, a 504 plan may be recommended as well as discharge from special education.

Non-Resident Students Oversight

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

Lehigh Area School District (LASD) hosts the Concern facility within our school district. Concern is a staff secure residential facility for adolescent males. Concern employs their own special education teacher on site. Currently, Concern houses 17 students of which 9 are identified as special education students.

When a student is placed at Concern, they are registered in the LASD and entered into our child accounting program. The district works collaboratively with the staff and participates in the IEP process for the student. We assist in programming, development of IEP goals and objectives, transition programming and educational placement. Professional development is offered to teachers and consultation on individual issues is available when they arise. LASD addresses graduation requirements and supports transition services on an individualized basis with the facility. Through this collaboration, we ensure the provision of Free Appropriate Public Education (FAPE) for these students.

A barrier that arises is obtaining all the necessary paperwork as many of the clients have a history of transient attendance in the school systems. The staff at Concern works diligently to track down educational records with our support when needed. This issue is especially relevant when a student plans to graduate while a resident of the facility. LASD will work with the student's home district and Concern to ensure the student graduates when eligible and is prepared for their post school outcomes.

Incarcerated Students Oversight

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

Lehigh Area School District does not have any correctional facilities within our district at this time. If a student was placed in such a facility outside the district, meetings are scheduled with the LEA to determine the student's educational needs. Educational records are provided by the district in a timely manner. Communication is ongoing providing information and progress monitoring through meetings, written correspondence and phone conferences.

When discharged, a review of records and the IEP will occur to determine the appropriated educational placement for the student upon reentry in to the school district.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

When a student enters special education in Lehigh Area School District, either as a transfer student or a newly identified student, the IEP team meets to determine appropriate placement. The district provides a wide range of services within our schools from grades K-12. Currently, the LASD provides learning support, emotional support, life skills support and speech/language support. A partial hospitalization program is located in our high school and middle school. CLIU21 provides the mental health component while the district provides the educational piece supporting students in the emotional support program and in the regular education setting. Paraprofessionals are utilized across all grade levels to provide additional support in both the special education and regular education setting. Hearing support, vision support, occupational and physical therapy are contracted through CLIU21 and provided in the home district.

The regular education classroom is always considered as the first placement. Identified

student supports, as outlined in the ER or current IEP are reviewed with the team to determine the supplementary aids and services that lead to student success.

A LEA attends all IEP meetings of students educated within the district as well as those in outside educational placements. The goal is support all students in the home school in the general education setting to the fullest extent possible.

If a student requires greater level of support than can be provided in our programs, LASD will utilize other educational programs. Multiple disabilities support is provided through the CLIU #21 and a neighboring school district if the district cannot meet the student's needs. These classes are located both within the LASD and in a class in a neighboring school district. Ongoing communication with the MDS class staff at the IEP meeting and at informal meetings openly addresses the possibility for the student's return to the home school. Students that require a higher degree of behavioral support and require a more therapeutic model are supported in alternative settings contracted through CLIU21 or Behavioral Health Associates.

The District currently schedules 6 in-service days for professional staff and 4 in-service days for support staff. Training in behavior support, autism, data analysis, SRA, transition, standards aligned curriculum and goal writing have been provided for staff. The special education staff at each level, (elementary, middle and high school) have monthly meetings with the supervisor to address concerns as well as disseminate current information coming from PaTTAN, PDE or CLIU21.

The Lehigh Area School District's Data Report for 2011-12 indicates 64.3% of special education students are educated inside the regular education classroom 80% or more of their day. 9.8% of special education students are inside the regular class 9.8% of their day. Both these numbers are higher than the state average and reflect our district's mission to provide supports in the regular education setting. Through continued support of coteaching opportunities and strategies, the highest appropriate level of inclusion will be defined.

Supplementary Aids and Services

-

Collaborative

co-teaching utilizing the regular education and special education teacher

paraprofessional support in the general education setting

staff/parent meetings as needed

support for team members in utilizing assistive technology

Instructional

modified curricular goals

testing modifications

instructional adaptations

assistive technology

research based alternate curriculum

alternate ways to demonstrate learning

alternate materials provided

Physical

preferential seating as identified in the IEP

alternate test sites

adaptive equipment

adjustments for sensory input

wheelchair accessibility

Social-Behavioral

social skills instruction

individualized behavior support plans

individual and small group counseling

classroom behavior reward system

collaboration with building principals regarding discipline

LASD currently identifies 3.7% of students in other settings which is also below the state average of 4.7%. We are committed to returning students who have been placed in outside settings to their home school as quickly as possible. We attend quarterly review meetings for students placed in outside agencies and discuss ways to facilitate the transition back to the home school. Because several of these placements are located geographically within our district, we have been able to transition students back on a half day schedule if appropriate. This enables them to integrate back to the home school while still maintaining many of the supports available to them in the alternate placement.

Behavior Support Services

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

School wide positive behavior programs are in place in each elementary school. Classroom and school wide rewards/celebrations are held monthly for all students. The Middle School has developed a positive reward system with school "dollars" distributed for appropriate behavior.

Social Skills training groups are conducted at the elementary and middle school level for students identified as in need of this support. These groups are conducted by the two district behavior interventionists. At the high school, emotional support students have weekly scheduled meetings with their case manager to address areas of concern.

The emotional support programs at all levels have a behavior management program in place where students progress through level systems. The behavior management program awards points or stars in areas of concern. Data from this program is used to develop IEP goals and monitor behavior. Behavioral goals are individualized to the student and are weighted according to need.

District staff will be trained in TACT2, a comprehensive crisis intervention program to help staff de-escalate emotional issues and manage problem behavior.

A contracted psychologist also meets with students to assess needs and contributes to the development of behavior support plans.

LASD Policy 113.2 Behavior Support

Students with disabilities shall be educated in the least restrictive environment and shall only be 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. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints as allowable through Crisis Prevention Intervention shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

The following terms shall have these meanings, unless the context clearly indicates otherwise

Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.

Behavior support - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities

who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education. Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

- Briefly holding a student, without force, to calm or comfort him/her.
- Guiding a student to an appropriate activity.
- Holding a student's hand to escort him/her safely from one area to another.
- Hand-over-hand assistance with feeding or task completion.
- Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.

Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices

Seclusion - confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

Crisis Prevention Intervention - Training for staff on prevention strategies for safely defusing anxious, hostile or violent behaviors at the earliest possible stage

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP

When an intervention is necessary to address problem behavior, the types of intervention

chosen for a student shall 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 less restrictive measures and techniques have proven to be or are less effective.

The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

- The restraint is used with specific component elements of a positive Behavior Support Plan.
- The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
- Staff are authorized to use the restraint and have received appropriate training.
- Behavior Support Plan includes efforts to eliminate the use of restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative, with staff supervision, either direct or indirect

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

- Corporal punishment
- punishment for a manifestation of a student's disability
- locked rooms, boxes, other locked structures or spaces from which the student cannot readily exit.
- Noxious substances
- Deprivation of basic human rights, such as withholding meals, water or fresh air.
- suspensions constituting a pattern as defined in state regulations
- Treatment of a demeaning nature
- Electric Shock
- Methods implemented by untrained personnel
- prone restraints

Referral to Law enforcement

Subsequent to a referral to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

Currently, no students have fallen into this category. The continuum of services with the Lehigh School District, CLIU21 and outside placements has provided FAPE for enrolled students. Collaboration with agencies through CASSP meetings, as well as ongoing support through mental health agencies, has enabled students to be educated appropriately. At this time, there is no expansion of the continuum of services planned during the life of this plan.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Lehigh Area School District provides a rich and varied curriculum to more than 2,400 students at six buildings. We are comprised of 4 elementary schools (K-4), a middle school (5-8) and a high school (9-12). Our focus in every classroom is on teaching and learning. Through high standards that ensure academic success, our students' learning opportunities are grounded in the skills they will need for success in the 21st Century. There is a strong commitment to provide our students with the best academic and extra-curricular programs possible while maintaining fiscal responsibility to our supportive community.

Lehigh Area School District provides programs and services in accordance with PA Chapter 14 and the Individuals with Disabilities Education Act. The Special Education programs are committed to providing a free and appropriate public education for our

students in the least restrictive environment.

Lehigh Area School District partners with service providers to meet the needs of all students. These providers include but are not limited to: Carbon Lehigh Intermediate Unit #21 (IU 21), Carbon Career and Technical Institute (CCTI), PA Treatment & Healing (PATH), Behavioral Health Associates (BHA), and other neighboring school districts. LASD also collaborates with area agencies to provide support to our students. These agencies include: MH/DDS, OVR, Probation, PDE and D&A.

Within our schools we offer a continuum of learning support, emotional support and life skills support from kindergarten through grade 12. We employ three speech language support teachers that work in all six school buildings. Paraprofessional staff is all highly qualified.

In addition to our school psychologist, we have a contracted clinical psychologist and two emotional support interventionists to address student's emotional and behavioral needs. We have partnered with the CLIU to maintain a partial hospitalization program at both our high school and middle school. This enables students to access mental health services while remaining in their home school.

At all levels, special education teachers work collaboratively with regular education teachers. Through co-teaching and providing in class support to students with IEPs, these students are instructed in the general education setting to the greatest degree possible. Paraprofessionals also support students academically and behaviorally, in the general education setting working together with the regular education and special education teachers.

Student achievement is recorded through progress monitoring of IEP goals, benchmark assessments (Star and Study Island) and PSSA & Keystone data.

Students who elect to attend a cyber school are eligible to participate in LAVA (Lehigh Area Virtual Academy). LASD, in partnership with CLIU#21, offers an online option that allows students to stay enrolled in the district. This allows them to participate in extracurricular activities and earn a diploma from the district. Credit recovery is available through APEX for students when needed.

Transition activities are incorporated throughout the students' scheduled school day in the educational curriculum. Informal and formal transition assessments are utilized. LASD contracts with Behavioral health Associates and CLIU 21 to provide work-based learning opportunities to develop employment skills.

The Lehigh Area School District will provide training for staff and faculty as outlined in our strategic plan. Opportunities for professional growth are provided on in-service days throughout the school year, as well as opportunities to attend off site trainings and webinars offered through PaTTAN. Parents have been invited to onsite opportunities for information on curriculum and EI transitions. Information is also posted on the district website.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Concern	Nonresident	Concern	5

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Carbon Learning and Adjustment School (IU21)	Special Education Centers	ES	5
Behavioral Health Associates	Special Education Centers	ES	19
KidsPeace	Other	ES residential	1
Abraxas	Special Education Centers	ES	1
Northern Lehigh School District (IU21 classroom)	Neighboring School Districts	MDS Behavioral	5
Weatherly School District	Neighboring School Districts	MDS	3
Northwest Academy	Other	ES	4
PATH	Approved Private Schools	ES	3
Palmerton School District	Neighboring School Districts	LSS	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shull-David	An Elementary School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	2	0.5
Shull-David	An Elementary School Building	A special education Center in which no	Itinerant	Learning Support	6 to 7	2	0.5

		general education programs are operated					
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Program Position #2*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shull-David Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	4	0.67
Shull-David Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 8	2	0.33

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mahoning Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 9	11	1

Justification: Some students do an extra year in the program making them one year older upon completion of elementary school. Parents have requested an extra year at this age (elementary) before moving to the middle school. Students, while in the same classroom, are grouped within the 3 year age variance for instruction during the school day. They are included with their age level peers in regular education.

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	9	0.82
Franklin Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	2	0.18

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	10	0.83
Franklin Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	2	0.17

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	8	0.88
Franklin Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	1	0.12

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Penn Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	2	0.4
Mahoning Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	6	0.6

Program Position #8*Operator: School District*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Penn Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	8	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Penn Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 10	2	0.25
East Penn Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 10	6	0.75

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehighton Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	5	0.5
Lehighton Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	5	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehighton Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	7	0.88
Lehighton Middle School	A Middle School	A building in which General	Itinerant	Learning Support	11 to 11	1	0.12

	Building	Education programs are operated					
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Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehighton Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 14	4	0.33
Lehighton Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 15	8	0.67

Program Position #13

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehighton Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	11 to 16	6	0.67
Justification: Some students do an extra year in the program making them one year older upon completion of middle school. Parents have requested an extra year at this age (middle school) before moving to the high school. Students, while in the same classroom, are grouped within the age variance for instruction during the school day. They are included with their age level peers in regular education.							
Lehighton Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	3	0.33

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Leighton Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	11	0.85
Leighton Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 11	2	0.15

Program Position #15

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Leighton Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	11	1

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Leighton Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	18	1

Program Position #17

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Leighton Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	9	0.6
Leighton Middle	A Middle	A building in	Supplemental	Learning	13 to	6	0.4

School	School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	15		
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Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehighton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	7	0.47
Lehighton High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 20	8	0.53

Program Position #19*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehighton High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	16 to 18	3	0.17
Lehighton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 17	3	0.17
Lehighton High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 20	12	0.66

Program Position #20*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehighton High School	A Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	9	0.6

		operated					
Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	6	0.4

Program Position #21*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	10	0.59
Justification: Students seen in age appropriate groups for instruction. Maximum age of students eligible to graduate is 21.							
Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 19	4	0.24
Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 18	3	0.17

Program Position #22*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	3	0.5
Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	17 to 19	3	0.5

Program Position #23*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehigh High School	A Senior High School	A building in which General	Itinerant	Learning Support	14 to 19	17	0.9

	Building	Education programs are operated					
Justification: Students are seen in age appropriate groups for instruction. Maximum age of students eligible to graduate is 21.							
Lehighton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 16	2	0.1

Program Position #24*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehighton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	1

Program Position #25*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shull-David Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	20	0.5
Justification: The program is located in a k-4 building.							
East Penn Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	17	0.3
Justification: The program is located in a k-4 building.							
Mahoning Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	10	0.2
Justification: The program is located in a k-4 building.							

Program Position #26*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	31	0.95

Justification: The program is located in a k-4 building. Students are grouped within the 3 year age variance for instruction during the school day. They are included with their age level peers in regular education.

Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 17	3	0.05
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Program Position #27

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	23	0.7
Mahoning Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	16	0.3

Justification: The program is located in a k-4 building.

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	All District Buildings	1
Supervisor of Special Services	All District Buildings	1
Assistant Supervisor of Special Services/District Assessment Coordinator	All District Buildings	1
Paraprofessionals	Franklin Elementary	6.5
Paraprofessionals	East Penn Elementary	5.5
Paraprofessionals	Shull-David Elementary	4.5
Paraprofessionals	Mahoning Elementary	5.5
Paraprofessionals	Lehigh Middle School	8.5
Paraprofessionals	Lehigh High School	9.5
Behavior Interventionist	Lehigh Middle School	1
Behavior Interventionist	East Penn Elementary/Lehigh High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	5 Days
Psychologist	Outside Contractor	14 Hours
Physical Therapy	Intermediate Unit	1 Days
Work Based Learning	Intermediate Unit	5 Days
Work Based Learning	Outside Contractor	5 Days
Transportation	Outside Contractor	5 Days
Hearing Support Services	Intermediate Unit	1 Days
Adaptive Physical Education	Intermediate Unit	1 Days
Multiple Disabilities Support - Behavioral (Autistic)	Intermediate Unit	5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

The school district has been engaged in a curriculum development process district wide for the past two years. Curriculum has been developed on a grade level and/or course level. Under the leadership of the Coordinator of C&I, building principals, and department heads the curriculum was reviewed and analyzed to ensure there is a continuum and articulation of learning for our students K-12. The process has been focused on the PA content standards and PA Common Core Standards not the Common Core Standards. In addition, we are focusing on "Common Assessments" for all curriculum at all grade levels.

Data teams have been very active the past two school years at all grade levels K-12. Data analysis and reference to PVAAS, PSSA, and Keystone data is used in all buildings and grade levels. This is a focused approach as we analyze the student results to help direct our instruction with differentiated styles to fit the needs of all students. There are many different needs, at all of the buildings and different grade levels, but with the continued review of data, state assessment scores, and continuous benchmarking we are trying to provide all students with teaching strategies and methods that produce a learning atmosphere that is conducive for all to learn.

District Accomplishments

Accomplishment #1:

Accomplishment #1. In 2011-2012, the school district developed a virtual academy "LAVA", with the help of IU #21, that provides our students the opportunity to earn a Lehigh Area School District diploma while learning curriculum through the computer and internet. We used this opportunity to bring back students from other virtual academies, provide a more thorough curriculum with increased rigor and greater accountability. The program has been very successful and continues to grow in numbers. Currently we have 38 members in this virtual academy.

Accomplishment #2:

Accomplishment #2. The school district has made large gains under the leadership of the Special Education Director in reducing the out of district placements, providing more appropriate services for the students and financial savings for the district.

Accomplishment #3:

Accomplishment #3. The school district has successfully implemented a School Wide Positive Behavior Support (SWPBS) in the elementary and middle school grade levels K-8 during the past three years. Currently the high school is starting a SWPBS program with the help and direction of CLIU #21.

Accomplishment #4:

Accomplishment #4. The school district has made great technology strides in the past three years in the areas of collaboration, communication, and connectivity. All staff and students (K-12) have access to 21st century technology. As we continue to move forward, more creative and effective uses for digital communication within the educational program are exhibited at all grade levels. These digital tools provide students with additional educational opportunities.

Accomplishment #5:

Accomplishment #5. The school district has and maintains a high attendance and graduation rate: Attendance - 94.54% Graduation - 94.12%

District Concerns

Concern #1:

Concern #1. The 2014 PSSA's show that the district's performance in Mathematics and Reading subgroups (IEP & Economically Disadvantaged) did not meet targets district wide. Is our instructional planning meeting the needs of all students and how can we correct or close the gaps in reading and math scores plus achieve growth at all levels?

Concern #2:

Concern #2. Based upon the 2014 PVAAS Data our 5th and 7th grade students exhibited significant evidence that they did not meet the standards for PA Academic Growth. Also some of our students in the other groups (Advanced, Proficient, Basic, & Below Basic) didn't achieve the growth that was predicted for them on various grade levels.

Concern #3:

Concern#3. Cyberschool education for students who choose education charter schools outside the district put a financial drain on the economic affairs of the school district. Also, it is an academic concern for us because little information and accountability is known about their achievement, attendance, curriculum, etc. Consequently, the school district has developed our own virtual learning academy, with the help of the IU and with great success. This provides an option to

parents/students, but the issue of students leaving the school for alternative education remains an academic concern especially if there is no accountability and a financial drain on the district.

Concern #4:

Concern #4. District Resources. The district is aware of the potential lack of revenue from Federal, State, and Local sources, which will impact all areas of the District including supplies, equipment, human resources, and programs. The district has been evaluating and will continue to evaluate ways to use resources more efficiently and effectively in order to maximize all resources.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) Establish a district system that fully ensures consistent implementation of standards aligned curriculum across all schools, all students, and at all levels.

Aligned Concerns:

Concern #2. Based upon the 2014 PVAAS Data our 5th and 7th grade students exhibited significant evidence that they did not meet the standards for PA Academic Growth. Also some of our students in the other groups (Advanced, Proficient, Basic, & Below Basic) didn't achieve the growth that was predicted for them on various grade levels.

Systemic Challenge #2 (*Guiding Question #6*) Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Aligned Concerns:

Concern #1. The 2014 PSSA's show that the district's performance in Mathematics and Reading subgroups (IEP & Economically Disadvantaged) did not meet targets district wide. Is our instructional planning meeting the needs of all students and how can we correct or close the gaps in reading and math scores plus achieve growth at all levels?

Systemic Challenge #3 (*Guiding Question #0*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices to increase student success.

Aligned Concerns:

Concern #1. The 2014 PSSA's show that the district's performance in Mathematics and Reading subgroups (IEP & Economically Disadvantaged) did not meet targets district wide. Is our instructional planning meeting the needs of all students and how can we correct or close the gaps in reading and math scores plus achieve growth at all levels?

Concern #2. Based upon the 2014 PVAAS Data our 5th and 7th grade students exhibited significant evidence that they did not meet the standards for PA Academic Growth. Also some of our students in the other groups (Advanced, Proficient, Basic, & Below Basic) didn't achieve the growth that was predicted for them on various grade levels.

District Level Plan

Action Plans

Goal #1: Goal #1. Establish a district system that fully ensures a consistent implementation of standards aligned curriculum across all grade levels of all students.

Related Challenges:

- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum development and tracking tool.

Specific Targets: Curriculum Maps developed to the PA Core Standards will be evaluated after each professional development in-service day, half way through the year, and at the end of the school year

Strategies:

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Curriculum Mapping

Description:

All professional staff were provided a "common" curriculum template which listed: the Big Ideas, Essential Questions, Concept and Pacing, PA Core Standards, Mini-Lessons Activities, Instructional Materials, and Assessments. All staff started aligning their curriculum to the PA Core Standards based upon this template, which was turned into their department heads for review and then to the building principal, and finally to central office for final review by the Coordinator of C&I.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Goal #2: Goal #2. Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust their instructional practices to increase student achievement.

Related Challenges:

- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA's, Keystone Exams and other standardized assessments such as SAT's and ACT's.

Specific Targets: Increase student achievement levels which are in correlation with state set goals for proficiency and growth.

Type: Annual

Intervention and Multi-Tier Intervention in the Primary Grades,
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined,
<http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms,
<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Data Analysis Used To Create/Inform Instruction

Description:

Utilization of STAR assessment provides staff with access to electronic assessment data. Evaluating this information, especially from standardized summative assessments like PSSA's and Keystone Exams helps the school district teachers determine academic focus and clarity for students and student groups which may be at risk. Use of data will help shape the classroom instructional settings and groups which will ultimately increase academic success for all students, especially those in need.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

Common Assessments

Description:

Creating common assessments that are teacher developed and principal evaluated lead to a common language among teachers for assessment purposes. With common assessment language related to standards, teachers are then able to make informed decisions regarding instruction and can target the specific areas of academic concern detailed in district concerns. Assessments are used to inform instruction. Being able to target student's academic abilities on both summative assessments like PSSA's as well as Classroom Based Assessments, like common assessment can provide and will yield instruction that continually targets student needs. Evidence of effectiveness will come from targeted instruction and increased academic success of students that are struggling.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Differentiated Instruction

Description:

Creating differentiated instruction in combination with data used to inform instruction and student ability levels is critical to scaffolding. There must be core curriculum and content that every student needs to know but the instructional method should alter. Different learning styles and academic strengths of individuals exist in all students; it is important to reach each student and tap into their area of strength to build confidence

and success in all areas. Differentiated instruction also is an effective way to address the needs of multiple identified learners in addition to the multiple range of regular education students. Through the use of effective differentiated instruction, gifted students as well as students with an IEP can have their needs addressed through accommodations and instruction that matches the core curriculum but is differentiated to individuals appropriate levels. Use of differentiated instruction while incorporating student data will shape classroom instructional settings and groups and ultimately increase academic success for all students, especially those in need.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Increased Quality Instructional Time

Goal #3: Goal #3. Establish a district system that fully ensure the consistent implementation of effective instructional practices across all classrooms in all schools.

Related Challenges:

- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Tests, Keystone Exams, STAR Benchmark, Study Island Benchmark

Specific Targets: Teachers will learn and know their students' individual learning needs and styles to utilize best practices and instruction to challenge students to develop to their fullest potential.

Type: Annual

Data Source: Classroom Walk-through data fall, winter, spring.

Specific Targets: All classroom teachers in each building will design standards-aligned differentiated instruction that reflects challenging learning expectations for all students through authentic modeling of differentiated instruction.

Strategies:

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>) WWC has identified at least one instructional

coaching model that has a positive impact on achievement at the secondary level.)Source:

http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

SAS Alignment: Instruction

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources:

http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and <http://www.pakeys.org/docs/SL%20PP%201.pdf>)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Survey Teachers on current practices utilized to determine student needs throughout the year.

Description:

Provide, complete, and analyze current practice survey data.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Create District-wide learning style surveys to assess student learning styles at different levels. Elementary (K-4), Middle School (5-8), and High School (9-12)

Description:

Student Learning Styles surveys will be created, reviewed, and ready to administer to students.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Surveys reviewed and explained to teachers during monthly faculty meetings and In-service Days

Description:

The survey and results will be explained to the teachers during faculty meetings and in-service days. They will learn how to interpret this data and make the correlation to differentiated instructional practices to increase student achievement.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching
- Differentiating Instruction

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Lehigh Area SD.

District Level Affirmations

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

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

Affirmed by Gloria Bowman on 11/20/2014

Board President

Affirmed by Jonathan Cleaver on 11/20/2014

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

Affirmed by Gloria Bowman on 4/30/2014

Board President

Affirmed by Jonathan Cleaver on 4/30/2014

Superintendent/Chief Executive Officer