

Profile and Plan Essentials

LEA Name		AUN
Northern Lehigh SD		121394503
Address 1		
1201 Shadow Oaks Ln		
Address 2		
City	State	Zip
Slatington	PA	18080
Director of Special Education Name		
Michele Dotta		
Director of Special Education Email		
mdotta@nlsd.org		
Director of Special Education Phone Number		Director of Special Education Ext
610-767-9849		
Chief Administrator Name		
Dr Matthew J Link		
Chief Administrator Email		
mlink@nlsd.org		

Special Education Students

Total Number of Students Receiving Special Education 319

School District Total Student Enrollment 1616

Percent of Students Receiving Special Education 19.7

Steering Committee

Name	Position/Role	Building	Email
Matthew Link	Superintendent	Northern Lehigh SD	mink@nlsd.org
Gene Marks	Other	Northern Lehigh SD	gmarks@nlsd.org
Allyson DeHart	General Education Teacher	Northern Lehigh SD	adehart@nlsd.org
Tania Stoker	Other	Northern Lehigh SD	tstoker@nlsd.org
Sue Beil	Special Education Teacher	Slatington El Sch	sbeil@nlsd.org
Megan Starner	Special Education Teacher	Northern Lehigh SD	mstarner@nlsd.org
Michele Dotta	Director of Special Education	Northern Lehigh SD	mdotta@nlsd.org
██████████	Parent	██████████	██████████
Angela Williams	Board Member	Northern Lehigh SD	awilliams@nlsd.org
██████████	Parent	██████████	██████████
Todd Breiner	Building Principal	Slatington El Sch	tbreiner@nlsd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

The district is aware that should such an institution move into our district we would work collaboratively with said institution to ensure we continue to meet our established Child Find and FAPE obligations. For the students who would attend the institution, we the district would make sure that all students are being educated in their least restrictive environment (LRE) based upon their level of support needed as well as their specially designed instruction. Upon entrance into a 1306 facility, a new student would be registered at the appropriate neighborhood school (Elementary, Middle or High School) within 5 business days. All relevant educational records would be reviewed or requested from the previous school district. If the student is an identified special education student, all documents would be reviewed by the Director of Special Education, in collaboration with the parents, to determine appropriate comparable programming. Once programming is decided, the IEP team then would determine the appropriate supports and services needed in the least restrictive environment for the student. Any changes/ revisions to the IEP would be made at that time. All current information from any medical teams would be considered. Parents would be invited to be part of all IEP team decisions and meetings. The district will ensure that a certified special education teacher will provide instruction in accordance with the IEP supports and services. If a regular education student is thought to be eligible for services, a permission for evaluation would be sought from the student's parent/guardian. All special education procedures and time lines are followed consistent with special education regulations throughout the process.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

If a 1306 facility were to move into the district, the LEA will participate in all meetings and educational decisions as they would with any student that is a resident of Northern Lehigh School District. The LEA would participate in all IEP meetings, evaluation meetings, and any other meetings held to support the educational needs of the student. These decisions will be made in the best interest of the student in regards to all educational decisions including transition and future educational placements. Currently, there are no barriers that limit the district's ability to meet its obligations under Section 1306 of the Public School Code. Communication between the home district and the host district would be on-going. The district would collaborate through email, google meets and or collaborative phone conversations.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

Our goal at Northern Lehigh is to increase our LRE and/or remain above the State Percentage SPP Indicator of education inside the regular class 80% or more of the time. Upon review of the 2022-2023 SEDR Report, the Northern Lehigh School District is under the state average of Special Education in the regular class 80% or more by 11.9%. For students being educated in the regular class for less than 40% of the time, Northern Lehigh School District is above the state average by 2.7%. The Northern Lehigh School District will continue to provide quality programs and services to students with disabilities within the least restrictive educational environment.

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

All related services with the exception of transportation, BCBA (Board Certified Behavior Analyst), social worker, occupational therapy and speech and language therapy are contracted with the IU. The district contracts BCBA, social worker, occupational and speech and language services from Pediatric Therapeutic Services. Both special education and regular education staff collaborate to provide supplemental aids and services, as well as standards aligned curriculum. Supplementary aids and services that are available to students are as follows (not all inclusive list): -Modified curricular -Adapted, modified, and/ or alternative tests, assignments, and/or homework -Assistive technology -Adapted materials at the students' instructional level -Use of research based direct instruction alternative curriculum -Study guides to aid in chunking material -Flexible grouping -Alternative testing area -Preferential seating -Adaptive equipment -Social skills instruction -Scheduled positive reinforcement -Positive behavior support plans -Monthly and/or weekly collaboration among district and IU staff -Co-teaching Both elementary and secondary buildings have implemented the SWPBS program. (School Wide Positive Behavior Support) program in all three tiers. SWPBS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. The PBIS model is a research-based strategy that is supported by the State of Pennsylvania, the Federal Department of Education and Northern Lehigh School District. PBIS uses a 3-tiered approach to reduce problem behavior as a barrier to student achievement. PBIS is taught to students through a series of lessons throughout the school year. Students are taught how to be Responsible, Respectful, Safe and Proud in all areas of our school including: classrooms, hallways, cafeteria, playground, during Related Arts, on the bus, while lining up, and while in the restrooms. Below is an in-depth description of how the multi-tiered approach is structured: Tier 1 – Universal Support. All students are taught the school expectations: Be Responsible, Respectful, Safe and Proud, and are given specific examples of what it looks like to follow those expectations at different areas of the school. Staff members provide rewards for displaying these positive expectations including the use of but not limited to things such as: “Peters Paws” and “Bulldog Bucks” which students can use to make purchases from the school store. Students who struggle to learn the expectations are offered opportunities for reteaching. The entire school celebrates successes through class rewards, monthly school rewards, and various other initiatives at each school. Tier 2 – Targeted Support. Students who continually struggle to demonstrate the school's expectations are offered targeted support through our Check-In/Check-Out (CICO) program. This program provides students with positive mentors to support them. These mentors help monitor student progress while the student's teachers evaluate their behavior throughout the day via a CICO form. These sheets are shared with parents/guardians to provide daily feedback on student progress. Tier 3 – Intensive Support. This is a tier of individualized and specialized support for students in need. This may include an individualized CICO procedure, counseling services, behavior plans, attendance improvement plans, and support recommended by the Student Assistance Program (SAP) team. The School-Wide Positive Behavior Support framework aligns with our district Bullying Prevention Plan. The school district is contracted with a school social worker which has proven to be extremely valuable with the immense increase of mental health services. The district has also established a relationship allowing for Nulton Diagnostics to provide on site mental health services in each of the four school buildings. The school district

has made a commitment to increase inclusionary practices for all students with disabilities. District employees are trained in verbal de-escalation strategies to diffuse potential crisis situations. As well, every building has a designated crisis team who are trained in de-escalation and physical intervention should student behavior become a threat to self or others. Select building regular education teachers, special education teachers, paraprofessionals, and administrators are certified in Non-Violent Crisis Intervention (NCI). Refreshers take place every year. Building crisis teams are re-certified every two years and meet with the NCI district trainers after every restraint.

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

Northern Lehigh has Learning Support, Life Skills Support and Emotional Support programs at every grade level. The high school and Slatington Elementary has co-taught classes, and so as a result, our students are integrated more into the general curriculum in a regular education classroom. K-12 Learning Support and Emotional Support students are fully included for science, social studies, and non-academic subjects. Many of our learning support students are integrated into math, reading, and English. Carbon Lehigh Intermediate Unit, Behavioral Health Associates, and The Centennial School of Lehigh University programs are utilized for students who are in need of specialized supports and services that are not able to be provided by district run programs. Northern Lehigh staff from K-6 have been trained in Wonders for reading. Learning Support staff also implements HMH The Code and Read 180 for reading, English, and phonics in grades 3-12. Northern Lehigh has implemented E-Visions interactive math program for grades K-1 and Eureka math program for grades 2-6. Learning Support staff from grades 4-12 were trained and currently implement HMH Math 180 math program.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**

All students, including those that are being educated in alternative placements, are encouraged to participate in after school activities. The LEA continues to provide supplementary aids and services to students with disabilities interested in extracurricular activities. Supplementary aids and services that are available to students are as follows (not all inclusive list): -Modified curricular -Adapted, modified, and/ or alternative tests, assignments, and/or homework -Assistive technology -Adapted materials at the students' instructional level -Use of research based direct instruction alternative curriculum -Study guides to aid in chunking material -Flexible grouping -Alternative testing area -Preferential seating -Adaptive equipment -Social skills instruction -Scheduled positive reinforcement -Positive behavior support plans -Monthly and/or weekly collaboration among district and IU staff -Co-teaching Instructional assistants, nurses, and transportation are also provided if in the IEP. Staff encourage students with disabilities to join after school activities.

5. **Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**

An LEA representative attends every IEP meeting, including those held in locations outside the district, to ensure that every eligible student is provided the support and services necessary to remain included with non-disabled peers to the maximum extent possible. During the meetings, the team makes every effort to ensure that students with disabilities are educated with their non-disabled peers and are removed from the regular education environment only when the child's education in that setting with supplementary aids and services is not showing meaningful progress. All Students, including those that are being educated in alternative placements, are encouraged to participate in after school activities. These activities are posted on the district website. All supports and services that are in a students IEP are provided in order to allow the student to participate in any extracurricular activity. This can include but is not limited to a nurse, paraprofessional, specialized transportation.

6. **Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)**

The LEA continues to expand the district run supports. The Director of Special Education looks at caseloads of all students in the district, as well as outplaced

students, in order to evaluate need for programs. The district recently started a full time emotional support classroom due to the increasing need for emotional support services. The LEA also attends all IU facility meetings in order to have input into what programs need to be developed for the hard to place students. The LEA has developed a partnership with Nulton Diagnostic and Treatment Center to provide on site mental health in all of the district buildings.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Hogan Learning Academy	Other	Special Education Center	Hogan Learning Academy	Multiple Disabilities Support	█
Orefield Middle School	Other	Neighboring School District	CLIU21 program in Parkland School District	Multiple Disabilities Support	█
The Centennial School	Approved Private School (APS)		Lehigh University	Emotional Support	█
Lehigh Learning Achievement School	Other	Special Education Center	Carbon-Lehigh Intermediate Unit	Emotional Support	█
Schnecksville Elementary School	Other	Neighboring School District	Carbon-Lehigh Intermediate Unit	Deaf and Hard of Hearing Support	█
Journey's at Willow Academy	Other	Special Education Center	Behavioral Health Associates	Emotional Support	█
Valley Ridge Academy	Other	Special Education Center	Behavioral Health Associates	Emotional Support	█
Carbon Learning Achievement School	Other	Special Education Center	Carbon-Lehigh Intermediate Unit	Emotional Support	█
Towamensing Elementary School	Other	Neighboring School District	Carbon-Lehigh Intermediate Unit	Emotional Support	█
Leighton Elementary School	Other	Other	Carbon-Lehigh Intermediate Unit	Multiple Disabilities Support	█
Siegfried Elementary School	Other	Other	Colonial Intermediate Unit	Emotional Support	█
Peters Elementary	Other	Other	Carbon-Lehigh Intermediate	Deaf and Hard of	█

			Unit	Hearing Support	
Slatington Elementary	Other	Other	Carbon-Lehigh Intermediate Unit	Deaf and Hard of Hearing Support	█
Oak Ridge Academy	Other	Other	Behavioral Health Associates	Emotional Support	█
Lehigh Career and Technical Institute (Academic Center)	Other	Other	Carbon-Lehigh Intermediate Unit	Learning Support	█
Lehigh Career and Technical Institute (Academic Center)	Other	Other	Carbon-Lehigh Intermediate Unit	Emotional Support	█
VIP	Other	Other	Carbon-Lehigh Intermediate Unit	Life Skills Support	█
Project Search	Other	Other	Carbon-Lehigh Intermediate Unit	Life Skills Support	█
Peters Elementary School	Other		Carbon-Lehigh Intermediate Unit	Multiple Disabilities Support	█
Mahoning Valley Academy	Other		Behavioral Health Associates	Multiple Disabilities Support	█

Positive Behavior Support

Date of Approval

2021-05-10

Uploaded Files

BoardDocs® Policy_ 113.2_Behavior Supports.pdf

AR 113.2 Pg. 1 - Copy.doc

AR 113.2 Pg. 2 - Copy.doc

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

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

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

Our district has two certified Nonviolent Crisis Intervention instructors. Teachers, paraprofessionals and building administrators are trained in verbal de-escalation techniques as well as non-violent physical crisis intervention. The staff will be scheduled to recertify every year in order to maintain knowledge of the strategies through refreshers and reviews. The building level crisis teams are certified in verbal de-escalation, personal safety and restraints. Moreover, crisis teams recertify yearly to review incidents, revise procedures, and to retrain to ensure the strategies implemented (verbal or physical) are appropriate and effective. The district has also implemented a Threat Assessment Team at each school building to address threats to self or others. This team addresses threats and supports for students through a team approach. The district is also utilizing consulting and training with experienced staff from The Centennial School of Lehigh University to help with challenging behaviors throughout the 2023-2024 and 2024-2025 school year.

3. Describe the district positive school wide support programs.

School-Wide Positive Behavior Interventions and Supports is an evidence-based, cost-effective, systems approach for establishing the social culture needed for schools to be effective learning environments for all students. All schools in the district implement SWPBS and use the three-tiered approach of Tier 1 interventions (for all students and settings), Tier 2 interventions (for students who are at-risk), and Tier 3 interventions (for individual students needing specialized assistance). In the Northern Lehigh School District, Slatington Elementary School earned the Universal (Tier1) Initial Implementation With Fidelity award from the state for the 2022-2023 school year. Peters Elementary School earned the Universal (Tier 1) Sustained Implementation With Fidelity award from the state for the 2022-2023 school year. The SWPBS team at all buildings meet on a minimum of a monthly basis to review data in order to identify patterns of specific behaviors, locations, and/or times of day in which behavior problems tend to occur. This data is used to target intervention

efforts (e.g., reteaching or booster sessions, increasing or modifying reinforcers). The data is also used to identify students who may be in need of increasing levels of intervention. The evidence-based intervention, Check-In Check-Out (CICO), is used as a Tier 2 intervention strategy. Other Tier 2 interventions include social-emotional (e.g., lunch bunch) and academic groups. Students who do not respond favorably to Tier 2 interventions are referred to a Board Certified Behavior Analyst, who conducts a brief Functional Behavior Assessment (FBA) in order to develop an individual Behavior Intervention Plan (BIP).

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

Mental health concerns are addressed through, but not be limited to; SAP, Nulton Diagnostic, Guidance, School Psychologist and a contracted social worker. The district SAP, Student Assistance Program is an adolescent drug, alcohol, and mental health intervention program set up within the Northern Lehigh School District. It has two specific purposes: 1.) to facilitate the educational process in Northern Lehigh High School by creating and maintaining a chemically free academic environment and 2.) to identify and refer “at risk” students into a drug and alcohol or mental health treatment system. In addition to its goal of service to students with drug and alcohol dependency, it also is considered a “helping mechanism” which works within the structure of the schools disciplinary system to provide a response to the problems of adolescents in school which are a direct manifestation of the students’ lifestyles. The Northern Lehigh Student Assistance Program (NLSAP) is composed of a team of concerned faculty and school administrators trained in the process of identifying and documenting behaviors of “at risk” adolescents, gathering information related to the adolescents’ school performance, and making determinations as to the most appropriate response to the findings. This process permits the school to distinguish between adolescent problems which can be resolved internally through counseling, special education programs or disciplinary action and those education programs or disciplinary action and those problems which require resolution through a human service agency. The NLSAP “CORE TEAM” does not diagnose students. Their function is to address whether behavioral patterns are indicative of “at risk” behavior and initiate action accordingly. High school faculty, a high school administrator, and a district office administrator (ad hoc Team Member) comprise the NLSAP “CORE TEAM” functioning at Northern Lehigh High School. Members of the “CORE TEAM” have a common base knowledge of the mechanics of a student support service, adolescent chemical dependency, and the treatment, recovery and aftercare process. Training is an ongoing process. The initial in-depth training was received through the Pennsylvania Department of Education and the Department of Health. SAP Core Team The Northern Lehigh High School Student Assistance Program is made up of staff members who want to help. If an individual is having a problem at home or at school, with personal things, with drugs or alcohol, or if they just want to talk to someone, we are ready to listen. Groups vary and may change from year to year as needed. Please contact the Guidance Office for more information. For additional information on adolescent drug and alcohol related problems, contact: The Student Assistance Program Core Team NLHS 610-767-9837. The district has created an emotional or mental health safety plan to support a student and the student’s family if the student has been identified as being at increased risk of self-harm or identified as a safety risk through our Threat Assessment Team. For students with disabilities who are identified as being at risk of harming themselves or who have attempted, the appropriate team shall be notified and shall address the student’s needs in accordance with applicable law, regulations and Board policy. Every building has a trained Threat Assessment Team, who collaboratively identifies and assesses students who may pose a safety risk. If a student is identified as being at risk of harming themselves, others, or have attempted self-harm and the student may require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student’s needs in accordance with applicable law, regulations and Board policy. The district also contracts a Board Certified Behavioral Analyst who supports staff, completes Functional Behavioral Assessments, classroom behavior plans, Positive Behavioral Support Plans, and has gone into the homes to assist parents in setting up behavioral plans in the home. The district also contracts a full time Licensed Social Worker to assist families in locating and applying for Behavioral Health Rehabilitation Services. All support information is provided to families through personal contact, in person meetings, virtual meetings, student handbooks, and district website in order to provide needed supports and services. Additionally, students may access the Safe2Say reporting tool and Student Assistance Program which have links on the school district's website.

5. Describe the district restraint procedure.

When an intervention is necessary to address problem behavior, the positive techniques and types of intervention chosen for a student should be the least intrusive necessary. Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when least restrictive measures and techniques have proven to be or were ineffective. 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 ineffective. 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 with parental consent only if: 1. The restraint is used with specific component elements of a Positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. Positive Behavior Support Plan includes efforts to eliminate the use of restraints. When a restraint is reported to the Director of Special Education, it is documented in the state's RISC reporting system, using the information provided from the restraint report. All pertinent information regarding the student, placement, type of restraint, those implementing the restraint, length of restraint, and subsequent meeting information is reported within the state reporting website.

Intensive Interagency

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

The data for 2023-2024 was reviewed by the Director of Special Education. Northern Lehigh has not had any students with instruction in the home, homebound, or intensive interagency students for more than 30 days. Students with an increasing level of need at all levels are difficult to place into programs that are appropriate. The district utilizes area resources, agencies, private schools and businesses, as well as the services of the Carbon-Lehigh Intermediate Unit and their transition specialists to maintain appropriate placements for all students. In recent years with the addition of VIA, OVR, SEED, and ARCH, students have had paid opportunities. Often the behaviors impede successful continuation within the programs, and coordination with mental health agencies are helpful in supporting such students. Students with full-time emotional support needs at the elementary level have also historically been difficult to find placements for in our district. The district has created a full time emotional support classroom in the K-2 building based on district needs. We currently utilize IU programs as well as private schools for those in grades 3-12. However, through the use of learning support staff, emotional support staff and trained paraprofessionals, we have been able to maintain some of these students successfully within our emotional support programs.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25- IU MS	Secondary	Full-time (1.0)	05/24/2024 05:59 PM

Building Name		
Northern Lehigh MS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 15
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24 - IU SE	Elementary	Full-time (1.0)	02/06/2024 09:58 AM

Building Name		
Slatington El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		6

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23a - IU PE	Elementary	Full-time (1.0)	02/06/2024 09:56 AM

Building Name	
Peters El Sch	
Support Type	
Multiple Disabilities Support	
Support Sub-Type	
Multiple Disabilities Support	
Level of Support	Case Load
Full-Time (80% or More)	7
Identify Classroom	Classroom Location
Intermediate Unit	Elementary
Age Range Justification	FTE %
	0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7a- LS (5) Inclusion	Elementary	Full-time (1.0)	02/06/2024 08:59 AM

Building Name	
Slatington El Sch	
Support Type	

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1- LSS (K-3)	Elementary	Full-time (1.0)	02/05/2024 12:14 PM

Building Name		
Peters El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		

Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

Building Name		
Peters El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 5
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9- ES (3-6)	Elementary	Full-time (1.0)	02/05/2024 01:08 PM

Building Name	
Slatington El Sch	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load

Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.28

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6- LS (4)	Elementary	Full-time (1.0)	02/05/2024 12:38 PM

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.06

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19- Speech- (SE, HS)	Multiple	Full-time (1.0)	02/06/2024 11:45 AM

Building Name		
Slatington El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.23

Building Name		
Northern Lehigh SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18- ES (9-12)	Secondary	Full-time (1.0)	02/06/2024 09:09 AM

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.06

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

Building Name		
Northern Lehigh SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.18

Building Name		
Northern Lehigh SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7- LS (5)	Elementary	Full-time (1.0)	02/06/2024 09:00 AM

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %

	0.35
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Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13- LSS (8-12+)	Secondary	Full-time (1.0)	02/05/2024 02:16 PM

Building Name		
Northern Lehigh SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 21
Age Range Justification		FTE %
The classroom is comprised of students from grades 8-12+; therefore, the classroom ages naturally exceeds the 3 year age guideline.		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15- LS- M (9-12)	Secondary	Full-time (1.0)	02/06/2024 09:13 AM

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.3

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Teacher supports students in grades 9 - 12.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10- LS- M (7-8)	Secondary	Full-time (1.0)	02/05/2024 01:30 PM

Building Name		
Northern Lehigh MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.1

Building Name		
Northern Lehigh MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3- LS (K-2)	Elementary	Full-time (1.0)	02/05/2024 12:18 PM

Building Name		
Peters El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.5

Building Name		
Peters El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5- LS (3)	Elementary	Full-time (1.0)	02/06/2024 10:55 AM

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.04

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17- ES (9-12)	Secondary	Full-time (1.0)	02/06/2024 11:35 AM

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.04

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

Building Name		
Northern Lehigh SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Northern Lehigh SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.25

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11- LS - ELA (7-8)	Secondary	Full-time (1.0)	02/05/2024 01:25 PM

Building Name		
Northern Lehigh MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.14

Building Name		
Northern Lehigh MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2- ES (K-2)	Elementary	Full-time (1.0)	02/05/2024 12:13 PM

Building Name		
Peters El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.18

Building Name		
Peters El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.05

Building Name		
Peters El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 5
Age Range Justification		FTE %
		0.05

Building Name		
Peters El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12- ES (7-8)	Secondary	Full-time (1.0)	02/05/2024 01:21 PM

Building Name		
Northern Lehigh MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %

	0.16
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Building Name		
Northern Lehigh MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22- IU NLHS	Secondary	Full-time (1.0)	02/06/2024 09:52 AM

Building Name		
Northern Lehigh SHS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 20
Age Range Justification		FTE %
Teacher supports/teaches students in grades 9th to 12+, therefore there are students who will stay pass the traditional 12th grade level of		0.5

education.	
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20- Speech (PE,MS)	Multiple	Full-time (1.0)	02/06/2024 09:40 AM

Building Name		
Peters El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Speech Therapist supports students in K - 12, therefore the age range might be out of the allowable 3 years.		0.38

Building Name		
Northern Lehigh MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.03

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23- IU PE	Elementary	Full-time (1.0)	02/06/2024 09:55 AM

Building Name		
Peters El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 6
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8- LS (6)	Elementary	Full-time (1.0)	02/05/2024 01:52 PM

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

Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.3

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4- LSS (4-7)	Multiple	Full-time (1.0)	02/05/2024 01:33 PM

Building Name		
Slatington El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range

School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.45

Building Name		
Slatington El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16- LS- I (9-12)	Secondary	Full-time (1.0)	02/06/2024 09:19 AM

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %

	0.16
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Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.25

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

Building Name	
Northern Lehigh SHS	
Support Type	
Blind And Visually Impaired Support	
Support Sub-Type	
Blind And Visually Impaired Support	
Level of Support	Case Load

Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14- LS- ELA (9-12)	Secondary	Full-time (1.0)	02/06/2024 11:12 AM

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.25

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.24

Special Education Facilities

Building Name		Room #
Peters El Sch		122
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 36 feet, 0 inches	900sqft	32
Implementation Date		
2023-06-21		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

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

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

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

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

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

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

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

Uploaded Files
PE Floor Plan.pdf

5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

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

6 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Slatington El Sch		104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 25 feet, 0 inches	875sqft	31
Implementation Date		
2022-05-04		
Uploaded Files		
SE Floor Plan_7bad54de.pdf		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

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

Implementation Date
2022-05-04
Uploaded Files
HS Floor Plan.pdf

8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

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

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

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

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Slatington El Sch		252
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 22 feet, 0 inches	550sqft	19
Implementation Date		
2022-05-04		
Uploaded Files		
SE Floor Plan.pdf		

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Northern Lehigh MS		32
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 40 feet, 0 inches	1120sqft	40
Implementation Date		
2023-06-21		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

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

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
Northern Lehigh SHS	207

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

14Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

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

15Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

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

16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
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Slatington El Sch		112
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 26 feet, 0 inches	572sqft	20
Implementation Date		
2022-05-04		
Uploaded Files		
SE Floor Plan_40476e81.pdf		

17Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

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

18 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

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

19 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

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

20Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

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

21Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

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

22Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Slatington El Sch		213
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2022-05-04		
Uploaded Files		
SE Floor Plan_6f3326dd.pdf		

23Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

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

24 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

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

25 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Northern Lehigh SHS		210
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2024-02-07		
Uploaded Files		

26 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Slatington El Sch		251
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 20 feet, 0 inches	280sqft	10
Implementation Date		
2024-02-07		
Uploaded Files		

27 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Peters El Sch		124
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 22 feet, 0 inches	352sqft	12
Implementation Date		
2024-02-07		
Uploaded Files		

28 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Special Education Support Services

29Special Education Support Services

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

Special Education Personnel Development

Autism

Description of Training			
ABC's of behavior that will refresh basic knowledge of behaviors for students of Autism			
Lead Person/Position		Year of Training	
Behavior Specialist/IU TAC		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit Other	General Education Teachers Special Education Teachers

Description of Training			
Sensory strategies for students with Autism			
Lead Person/Position		Year of Training	
OT		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	Intermediate Unit Other	General Education Teachers Parents Special Education Teachers

Positive Behavior Support

Description of Training			
Check and Connect training for mentor teachers to build connections through positive relationship building, family engagement and problem solving			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
The district will partner with The Centennial School through Lehigh University for elementary level staff in the areas of coping, social skills, behavior plans, classroom management, and other areas of need.			
Lead Person/Position		Year of Training	
Michele Dotta/Director of Special Education; Building Level Principals		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	7	District Other	Building Administrators General Education Teachers Special Education Teachers

Paraprofessional

Description of Training
Paraprofessionals and staff will demonstrate increased knowledge in verbal de-escalation strategies and related issues for students with disabilities. They will also

be trained in personal safety and restraints if the student is in crisis.			
Lead Person/Position		Year of Training	
CPI trainers		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
5	3	District	Building Administrators Parents Paraprofessionals Special Education Teachers Other

Description of Training			
As part of Highly Qualified programming for Paraprofessionals in the state of Pennsylvania, we will offer up to 20 hours within the 7 areas of competency for ParaEducators each year of the plan.			
Lead Person/Position		Year of Training	
Michele Dotta/Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
20	4	District PaTTAN	Paraprofessionals

Transition

Description of Training
RENEW training is a school-to-career transition planning and individualized process for youth with emotional and behavioral challenges

Lead Person/Position		Year of Training	
Director of Special Ed with IU Tac		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators Special Education Teachers

Description of Training			
The special education department will hold monthly transition planning updates for special education teachers of students aged 14+.			
Lead Person/Position		Year of Training	
Allyson DeHart/Transition Coordinator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
.5	10	District Intermediate Unit	Building Administrators Special Education Teachers

Science of Literacy

Description of Training	
Review implementation of the new HMH platform for fidelity and quarterly data reviews to drive instruction.	
Lead Person/Position	Year of Training
Michele Dotta/Director of Special Education	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
1	8	District	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
Introduction to and implementation of an Ortin-Gillingham method of instruction in reading intervention			
Lead Person/Position		Year of Training	
Michele Dotta/Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
8	2	District Other	Building Administrators General Education Teachers Special Education Teachers Other

Parent Training

Description of Training			
Supporting Children with Challenging Behavior, strategies are provided to family on how to follow through on rules and expectations.			
Lead Person/Position		Year of Training	
Michele Dotta/Director of Special Education; IU TAC		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience

2-3	1	Intermediate Unit	Parents
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Description of Training			
Autism 101 - practical strategies for supporting children with autism diagnoses.			
Lead Person/Position		Year of Training	
Michele Dotta/Director of Special Education/IU TAC		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Ongoing materials disseminated to parents regarding IEP related training offerings through the local intermediate unit and county wide agencies			
Lead Person/Position		Year of Training	
Allyson DeHart/Transition Coordinator; IU TAC; local agencies		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
.5	10	District Intermediate Unit Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

			Other
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IEP Development

Description of Training			
School Age IEP training will show how Present Levels, Needs, Transition Grid, and Measurable Annual Goals should align with one another.			
Lead Person/Position		Year of Training	
Michele Dotta/Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
.5	10	District Intermediate Unit	Building Administrators Parents Paraprofessionals Special Education Teachers

Description of Training			
Training on the implementation of the new Special Programs platform for IEP writing and progress monitoring will be provided.			
Lead Person/Position		Year of Training	
Michele Dotta/Director of Special Education; PowerSchool Specialist		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

Signatures & Affirmations

Approval Date

2024-05-31

Uploaded Files

Board President Special Education Plan.pdf

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Matthew J. Link

Date

2024-05-31

