

Palmerton Area SD

**Special Education Plan Report**

07/01/2014 - 06/30/2017

# District Profile

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## Demographics

680 Fourth Street  
 Palmerton, PA 18071  
 (610)826-2364  
 Superintendent: Scot Engler  
 Director of Special Education: Robert Dailey

## Planning Committee

Name	Role
Daniele Bowman	Middle School Teacher - Special Education
Michael Brennan	Secondary School Teacher - Special Education
Robert Dailey	Special Education Director/Specialist
Melaine Dunwoodie	Parent
Scot Engler	Administrator
Meghan Garrett	Ed Specialist - School Psychologist
Katie Gilmartin	Elementary School Teacher - Special Education
Kristen Heller	Elementary School Teacher - Regular Education
Shanna Matthews	Elementary School Teacher - Special Education
Vicki McHugh	Ed Specialist - School Counselor
Robert Palazzo	Ed Specialist - School Psychologist
Tammy Recker	Board Member
Christine Steigerwalt	Administrator
Lynn Sutton	Elementary School Teacher - Special Education
Marcy Zelinsky	Elementary School Teacher - Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 334

### *Identification Method*

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

#### **Identification Method:**

#### **Pre-Referral Process:**

When students are demonstrating academic needs, teachers provide classroom-level accommodations and interventions to meet those needs. Academic skills are also screened several times per year for students in grades kindergarten through 6th grade using several curriculum-based measurement and diagnostic tools (i.e. DIBELS, Fountas & Pinnell, and Classroom Diagnostic Tools). As part of the elementary-level Response to Intervention and Instruction (RtII) process, grade-level data meetings are held once per month for teachers and administrators to review grade-level academic data and discuss interventions to be used with students demonstrating below grade-level performances. Students are grouped into Tier 1, Tier 2, and Tier 3 groups to receive targeted, evidence-based interventions for their areas of need during Tier Time every school day (approximately 45 minutes). When students do not demonstrate adequate academic progress in their tier group, teachers refer them to the Student Progress Team. Members include general education teachers, special education teachers, reading specialists, the school counselor, the school psychologist, and the school principal. At Student Progress Team meetings, individual student data is reviewed, individualized interventions are recommended, and progress monitoring tools are designated. If students do not demonstrate adequate progress toward progress monitoring goals, then they are referred for an initial evaluation for special education services.

When students in the junior high and high school do not respond to classroom-level, teacher-directed interventions and accommodations, they are referred to a Child Study Team to review individual data and recommend individualized, evidence-based interventions and strategies. If students do not adequately respond to the suggested interventions, they are referred for an initial evaluation for special education services.

#### **Identification of Specific Learning Disability:**

A multi-disciplinary psychoeducational evaluation is completed for all students who are suspected of having a learning disability. Testing procedures may include, but are not limited to: cognitive assessments, academic achievement assessments, social/emotional/behavior assessments, transition planning assessments (students 14 years and older), executive functioning assessments, school neuropsychological assessments, adaptive behavior assessments, parent/teacher input, review of curriculum-based measurement, classroom observations, and review of available records. In order to provide statistical evidence of a learning disability, the predicted ability/achievement discrepancy model is utilized. In this model, students' levels of predicted achievement are calculated based on their cognitive ability scores. If there is a significant discrepancy ( $\geq 1$  standard deviation), between predicted achievement scores and the actual achievement scores, it is very likely that the student has a learning disability in those areas of academic achievement. When the predicted model of achievement cannot be used, the simple ability/achievement discrepancy model is used. A student is found eligible for special education services for a learning disability if that student needs cannot be met in the general education setting without specially designed instruction.

### **Identification of Additional Disabilities:**

If a student is suspected of having a disability other than a learning disability (i.e. Autism, Emotional Disturbance, a medical diagnosis under the category of Other Health Impairment, etc.), a multi-disciplinary evaluation is also conducted. Possible areas of testing include, but are not limited to: cognitive assessments, academic achievement assessments, social/emotional/behavior assessments, transition planning assessments (students 14 years and older), executive functioning assessments, school neuropsychological assessments, adaptive behavior assessments, parent/teacher input, review of curriculum-based measurement, classroom observations, and review of available records (including medical records). Specific procedures are also utilized to meet the individual symptoms of the suspected disability (i.e. Pragmatic language testing for students suspected of having Autism). State and federal criteria are used to determine the presence of a disability, and eligibility for special education services is dependent on the student's need for specially designed instruction.

In the identification of all special education disabilities, multi-disciplinary team meetings are held to discuss the findings of the evaluation reports and the students' needs for specially designed instruction. Parents are included throughout the evaluation process through parent input forms, rating scales, and provision of medical and mental health records. Parents are invited to multi-disciplinary team meetings and encouraged to take an active role in their child's services.

### ***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>

Not significantly disproportionate.

### *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?

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

### *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).

The Palmerton Area School District does not have any Correctional Institutions within our district boundaries. The district is aware that should such an institution move into our district we would work collaboratively with said institution to ensure we continue to meet our established Child Find and FAPE obligations.

### *Least Restrictive Environment*

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

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

Palmerton Area School District maintains a pre-referral procedure (Student Progress Team) that identifies and screens students who are at risk academically or behaviorally. A team approach is utilized to identify the local resources and services that are available to students in regular education that may help them to become more successful. The Parkside Elementary Center and S. S. Palmer Elementary School are Title 1 funded elementary schools that provide targeted students with assistance in reading. Reading specialists assist students at all of the elementary schools. The use of educational software also assists those students that are have difficulty in the core academic subject areas. The educational software provides a differentiated model approach to learning so that non-disabled students are working next to disabled students, each working at their own appropriate level. Peer assisted tutoring programs are implemented in each building based on student need. After-school programs and summer programs for tutoring are in place in S.S. Palmer Elementary School, Towamensing Elementary School and Palmerton Area Junior High School. Teachers monitor student progress and make adaptations for those students who need additional assistance.

To the maximum extent possible Palmerton Area School District includes students with disabilities with non-disabled peers. Learning support teachers provide adaptations and modifications to the regular education curriculum for students with disabilities. Interventions are implemented and instructional time in special education is adjusted to accommodate student need. Progress monitoring data and direct instruction has been helpful in making placement determinations and monitoring student progress. Students with disabilities are considered for more restrictive programs when the students individual academic needs outweigh the benefits of inclusion.

Placement of students in other settings has shown a slight increase. The overall number of students with disability classifications is low for the district. Therefore, the percentages are more volatile which is a reflection of the small numbers in our district. The district continues to integrate students, from other settings, back into the regular educational environment. The goal is to continue promoting inclusionary practices that integrate all students into the regular educational environment.

The 2011-2012 Special Education Data Report indicates that 63.8% of Palmerton's special education students are educated inside the regular education class 80% or more of their day. While this is 1.2% below the SPP target of 85% the district has taken steps such as implementing and improving our co-teaching model, providing positive behavior support plans derived from FBA's, and improved professional development for all staff to ensure we are educating our students in the least restrictive educational environment. The same report indicates that Palmerton has 9% of its identified population educated less than 40% inside the regular class which is 1% less than the SPP target of 8%.

The district will continue to evaluate the needs of its students and staff in order to support our students in the least restrictive environment.

Service	Comment
Partnership with Carbon Lehigh Intermediate Unit	CLIU #21 provides training opportunities, instructional materials support, assistive technology support as well as a wide range of special education services, ie OT, PT, Speech and Language, Work Based Learning, vision, hearing, audiology, etc.
Instructional	The District employs instructional assistants who are used to support special

Assistants	education students. Some are classroom IA's and some are 1:1 IA's,
Carbon Career and Technical Institute	CCTI provides technical training for students.
Behavioral Counseling and Psychological Support	The District employs two school psychologists. They provide individual and small group counseling. These groups may be for Social Skills training, Anger Management, or other groups as needed. They also provide psychological services. They provide support to the IST, SAP, and RTI teams as well as support to teachers and other staff.
Supplementary Aids and Services Available to Students	<p>COLLABORATIVE:</p> <ul style="list-style-type: none"> <li>-Co-teaching</li> <li>-Professional development related to Co-Teaching</li> <li>-Meetings with staff to discuss specific student needs</li> <li>-Meetings with parents and staff to discuss specific student needs</li> <li>-Meetings with Assistive Technology Consultants in order to provide guided support in the use of different assistive technology</li> </ul> <p>INSTRUCTIONAL:</p> <ul style="list-style-type: none"> <li>-Modified curricular goals</li> <li>-Adapted/modified/alternative tests, assignments, homework</li> <li>-Flexible groupings</li> <li>-Adapted materials to match instructional level</li> <li>-Assistive technology</li> <li>-Trainings in using different types of assistive technology</li> </ul> <p>Use of technology across the curriculum</p> <p>Use of research based alternative curriculum</p> <p>Use of study guides</p> <p>PHYSICAL:</p> <ul style="list-style-type: none"> <li>-Alternate test sites</li> <li>-Use of FM systems for certain students</li> <li>-Individualized seats, desks, materials for specific students</li> <li>-Adaptive equipment</li> <li>-Adjustments to sensory input (ie, light, sound)</li> <li>-Specific seating arrangements where needed</li> </ul> <p>SOCIAL/BEHAVIORAL:</p> <ul style="list-style-type: none"> <li>-Social Skills Instruction</li> <li>-Anger Management Instruction</li> <li>-Reinforcing for specific target behaviors</li> <li>-Individual and group counseling</li> <li>-Use of Positive Behavior Plans where needed</li> </ul>

## *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.

### Behavior Support Services

Palmerton Area School District's School-Wide Positive Behavior Support (SWPBS) is in all buildings. SWPBS has been implemented in the elementary schools for the past 6 years. The Junior High implemented SWPBS in the 2012-2013 school year. The High School is developing their model during the 2013-2014 school year.

S.S. Palmer Elementary School and Parkside Elementary School were recognized in 2011-2012 and 2012-2013 by the Positive Behavior Interventions and Support Network for implementing Tier 1 services with high fidelity. Additionally, these schools were awarded the Pennsylvania Department of Education Special Education Performance Grant for School Based Behavioral Health Programs: PBIS Model Sites during the 2013-2014 school year. This grant acknowledges schools that are successfully implementing a continuum of interventions and supports that focus on universal prevention, strategic intervention (secondary intervention), and/or intensive service delivery or crisis management needs of school-aged students (tertiary intervention).

Towamensing Elementary School was recognized in 2012-2013 by the Positive Behavior Interventions and Support Network for implementing Tier 1 services with high fidelity.

In each school there are systems level interventions that are in place to encourage appropriate behaviors. Students are provided with positive reinforcement for meeting behavioral expectations. At each grade level there is an emphasis placed on parent communication and parents are involved in the behavioral support services in all of the buildings. At each building, there are also interventions in place to address any behavioral difficulties that may arise. These interventions are delivered in a positive manner and are focused on helping students develop coping strategies.

### **Positive Approaches/Programs**

At the S.S. Palmer Elementary School, Parkside Elementary School, and Towamensing Elementary School the students are given direct instruction in the areas of safety, responsibility, trying their best, and respecting themselves and others. There are lessons conducted in each setting of the school at the beginning of the year and booster lessons throughout the year. Additionally, students in grades K-3 participate in the Second Step program, which is a social-emotional curriculum that is focuses on teaching students skills for learning, empathy, managing emotions, and problem solving. This research based curriculum is delivered by the classroom teacher, a school counselor, or a school psychologist. In 6th grade students participate in the Stepping Up program, which teaches them valuable skills that will need as they transition to the Junior High School.

Students in grades K-1 who are demonstrating the behavioral expectations are given positive reinforcement and a ticket. These tickets may be given to students individually or to students in a

group. When a student is given a ticket, the staff member explicitly states why the student is receiving the ticket. Students then save their tickets and trade them in each month. Students can turn in tickets for items such as pencils, pens, and other smaller items.

In grades 2-6 positive reinforcement is delivered through our SOAR 200 club. Each morning 10 tickets are placed in teacher mailboxes or handed out to other staff in the building. Teachers must give the ticket out to a student that they see demonstrating positive behavioral expectations throughout the course of the day. When a student is given a SOAR 200 ticket the staff member explicitly states why the student is receiving the ticket.

The following day, those students who received SOAR 200 tickets are called to the office. At this time each student signs the SOAR celebrity book and chooses a stick that is labeled 1-200. The student's name is then placed on a magnet that is displayed on the SOAR 200 board. In addition, a staff member (e.g. related arts teachers, principal, school counselor) calls home to acknowledge each student's achievement. Once there are 10 names in a row on the board, those students win a mystery motivator.

In addition to SOAR tickets, staff also completes Passport for Success Certificates. When staff (teachers, instructional assistants, cafeteria staff, custodial staff, etc.) are walking through the hall and they notice that a class is demonstrating exceptional behavior (this may be in the classroom, hall, recess, etc.) the staff member completes a Passport for Success certificate. At the end of the day those classes earning Passport for Success certificates are acknowledged on the afternoon announcements. Each grade level has a chart on a bulletin board that shows how close it is to earning a grade-wide incentive. Each grade has a target goal and an incentive they are working toward meeting. These activities are facilitated by the classroom teachers.

At the Palmerton Junior High School a similar program is used to acknowledge students behavior. Teachers give out Bomber Bucks throughout the school day to acknowledge students who are demonstrating respect and responsibility throughout the school day. Teachers are encouraged to provide specific verbal praise when handing out a Bomber Buck. Students save their Bomber Bucks and trade them in once per month. Students may trade tickets for coupons to the school store and the cafeteria or for other incentives, such as tote bags and water bottles. In addition, each month the Junior High School holds Bomber Pride Day. On this day all students who have not received a major referral are eligible to participate in a half-day of activities. Those students who have received a referral are provided with social skill/behavior management instruction during this time.

At the Palmerton High School students are provided with rewards for demonstrating character traits such as positivity, respect, integrity, determination, and excellence. Teachers are encouraged to let students know when they are showing "PRIDE". The High School is currently working on developing a token economy system to provide reinforcement for positive behavior. This system will be in place at the start of the 2014-2015 school year.

### **De-Escalation Techniques and Responses to Behavior**

Each building has procedures in place to ensure that any behavior issues are dealt with appropriately. Consequences are delivered on a continuum and parents are always a part of the process. At each building a referral form is used that aligns with each school's school-wide positive behavior support program. A minor referral form is used when the behavior is managed in the classroom. Teachers are taught and encouraged to use practices, such as mediation, re-teaching of

behavioral expectations, restitution, and parent conferences to manage behavior in the classroom. Privileges, such as lunch in the cafeteria and recess, may only be revoked if teachers pair it with one of the strategies that are listed above. Teachers are encouraged to use natural consequences. For example, if a student uses inappropriate language, the teacher might ask them to apologize to the class and re-phrase the statement in an appropriate manner. Teachers are provided with professional development about behavioral strategies during faculty meetings and through consultation with the school psychologist and the school counselor at each building.

When a student demonstrates a behavior problem that significantly disrupts the learning environment or a teacher has made multiple efforts to correct behavior within the classroom, a major referral will be completed. These referrals are handled by the principal, assistant principal, school counselor, and/or school psychologist. Parents are contacted for every major referral. A continuum of consequences is used to address students who demonstrate severe behavioral difficulties. This is an example of the continuum that is used at S.S. Palmer Elementary School:

1 Major Referral: 3 days loss of privileges (breakfast, lunch, recess in the office) with re-teaching or restitution

2 Major Referrals: Conference with parents, 2 days of detention, and 5 days loss of privileges (breakfast, lunch, recess in the office) with re-teaching or restitution

3 Major Referrals: Implementation of Tier II behavior plan, conference with parents, 3 days of detention, and 5 days loss of privileges (breakfast, lunch, recess in the office) with re-teaching or restitution

4 Major Referrals: Review/modification of Tier II behavior plan, conference with parents and behavioral contract, 4 days of detention, and 10 day loss of privileges (breakfast, lunch, recess in the office) with re-teaching or restitution

5+ Major Referrals: Functional Behavior Assessment (FBA), implementation of a Behavior Implementation Plan (BIP), conference with parents, ISS/OSS

When a student continues to demonstrate a pattern of behavior difficulties, a Permission to Evaluate may also be issued to determine whether or not the student meets the criteria for an educational disability and whether or not the student qualifies special education services.

Additional support for students who are demonstrating behavioral difficulties or showing symptoms that may be caused by substance abuse is provided through the Student Assistance Program (SAP). Each building has a SAP team that educates staff about the symptoms of substance abuse and symptoms of mental health difficulties. A referral process is in place and students are provided Drug and Alcohol and/or Mental Health screenings at no cost to the student. At the Junior High School and High School there are also targeted groups that address issues such as smoking cessation, familial substance abuse, and anger management. There are also classroom based lessons delivered that address substance abuse and mental health issues.

Restraints are only used after all other de-escalation strategies have been attempted. Staff who are CPI certified and have gone through the proper Crisis Prevention Institute Training are the only staff members that would use a restraint. After a restraint is used the proper paperwork is filed with the state.

### **Professional Development**

The district provides training on School-Wide Positive Behavior Support (SWPBS) throughout the school year. The data teams review data on behaviors/interventions and makes recommendations for SWPBS trainings. The staff is also trained on De-Escalation Techniques. "Crisis Teams" will be trained on Crisis Development Model. The teams will follow the Staff Attitudes/Approaches:

1. Support: An empathetic non-judgmental approach attempting to alleviate anxiety.
2. Directive: Staff takes control by setting limits.
3. Non violent Physical Crisis Intervention: SAFE, non-harmful control and restrain technique used to control individual until he or she can regain control of his or her behavior. This techniques should only be used as a last resort when an individual presents a danger to himself or others.
4. Therapeutic Rapport: An attempt to re-establish communication.

The Crisis Teams will be able to identify "Crisis Development Behaviors Levels:

1. Anxiety
2. Defensive
3. Acting Out Person
4. Tension Reduction

SWPBS Model:

1. Proactive approach to preventing students' behaviors before they get out of control.
2. Strategies that are designed to be used in situations during which a student's behavior is escalating and out of control.
3. Replacement instruction for inappropriate behaviors.

### ***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.

The Palmerton Area School District is not currently experiencing any difficulties providing a free and appropriate public education (FAPE) for any student. By utilizing in-house programs we are able to provide for the majority of our students. Collaboration with other local districts, IU #21, and a few approved private schools, allows us to ensure FAPE for the students we cannot accommodate within the district. The district collaborates with different agencies. The following are agencies that the district works with to provide FAPE.

1. MH & MR
2. Children & Youth
3. Human Resource Center
4. Spectrum Community Services
5. Northwestern Human Services
6. Provider 50
7. Redco
8. OVR
9. Victim Resources
10. Kids Peace
11. Victim's Resource
12. Drug & Alcohol
13. IU#21
14. Shawnee Academy
15. Children's Home of Reading
16. Behavioral Health Associates
17. PA Treatment & Healing
18. Lehigh Learning Academy

19. Pinebrook
20. Children's Study Institute of Bryn Mar College

The district works collaboratively with all outside agencies. When meetings are held, an administrator and/or representative from the district attends. The Children and Adolescent Service Program (CASSP) is a comprehensive system of care for children and adolescents with severe emotional disturbance. The CASSP core team consists of staff from mental health, substance abuse, mental retardation, education, juvenile justice, and the welfare systems. The core team meets with the parents, family members, staff from school, and other key people in the child/adolescent's life to review their situation, make recommendations for services, and together develop a plan for the individual and family.

### *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.

Palmerton Area School District offers a full continuum of special education supports and services. Although it is not possible for every student with a disability to attend the resident home school, the students of the Palmerton Area School District are provided with a quality and appropriate special education program. Palmerton 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), Lehigh Learning Academy, and other local education agencies. Students are taught in the least restrictive environment while still meeting their educational needs.

Palmerton has Response to Intervention & Instruction teams (RTII) in place at Parkside Education Center, S. S. Palmer Elementary School and Towamensing Elementary School. A student assistance programs (SAP) is in place in the Palmerton Area Junior High School and Palmerton Area Senior High School. Both the RTII and the SAP programs provide screening and pre-referral interventions for students. The district is developing SAP teams for the Elementary Levels for the 2014-2015 school year.

Parents and teachers work collaboratively with students with disabilities to provide a quality education with supplemental supports and services. Teachers and administrators are flexible and work collaboratively to provide modifications and supply supplemental services that help students identified with disabilities remain in regular education classrooms. Each special education teacher has a paraeducator to assist with student needs. All of the district's special education teachers as well as paraeducators are highly qualified. The district also has two full-time psychologists.

Transition activities to make stronger connections between post-secondary education and future career opportunities are being developed in order to promote active and meaningful participation and graduation from high school. Students in grades 8-12 have access to a web-based career program, Career Cruising. This program has a wealth of information regarding careers, interest inventories, job opportunities, college exploration and resume building skills. The district contracts through CLIU 21 to provide a work-based learning program to expose students to real-life, hands-on work experience.

The reading curriculum includes Guided Reading in grades Kindergarten through sixth grade. Soar to Success and Leveled Literacy Intervention are research-based intervention programs that are used for struggling students. The district also uses Houghton Mifflin leveled reader series and anthology. This series gives students the opportunity to read on their own reading level. Franklin Parkside Education Center, S. S. Palmer Elementary School and Towamensing Elementary School have reading specialists that assist all struggling readers. A peer tutoring system is also in place at S. S. Palmer Elementary and Towamensing Elementary Schools. The students have opportunities to use technology to improve their reading skills. The district uses Istation for kindergarten through second grade, which is a reading program targeted for struggling readers. The district also uses Study Island and PLATO which is utilized at a kindergarten through twelfth grade level using differentiated instruction through technology. DIBELS is used to progress monitor students in grades K through six. This focuses on oral reading fluency. The district also uses the STAR Reading and Math assessment as a diagnostic tool for all students with disabilities.

The junior high and high school Mathematics program incorporates Math Excel which is a tutorial program that coincides with the lessons and textbooks. The series has the benefits of differentiated instruction identified for the teachers, along with pre and post test given to assist teachers in a differentiated model. Study Island and PLATO also have Mathematics components to assist struggling students. The PLATO program is also used at the high school level as a tool for credit recovery.

# Assurances

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## Special Education Assurances

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

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

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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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Lehigh Area High School	Neighboring School Districts	Life Skills Support	3
Lehigh Area High School	Neighboring School Districts	Emotional Support	2
Lehigh Area Middle School	Neighboring School Districts	Life Skills Support	6
Carbon Career Technical Institution (IU#21)	Neighboring School Districts	Life Skills Support	8
Carbon Career Technical Institution	Neighboring School Districts	Learning Support/Technical Shop	28
Carbon Learning Achievement Center	Special Education Centers	Emotional Support	1
Palmerton Alternative Education Center	Approved Private Schools	Emotional Support	1
Enhanced Autism Center	Special Education Centers	Multiple Disabilities Support	1
Slatington Elementary	Neighboring School Districts	Multiple Disabilities Support	2
Peters Elementary	Neighboring School Districts	Multiple Disabilities Support	2
Northern Lehigh High School	Neighboring School Districts	Multiple Disabilities Support	1
Parkland High School	Neighboring School Districts	Multiple Disabilities Support	1
Behavioral Health Associates	Approved Private Schools	Emotional Support	4
Northwestern Academy	Other	Emotional Support	2
Lehigh Learning Academy	Approved Private Schools	Itinerant Emotional Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* Intermediate Unit

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SS Palmer (SF)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	10 to 10	1	1

### Program Position #2

Operator: School District  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SS Palmer (KG)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 14	10	0.77
Justification: Two sixth grade students were retained for the 2013-2014 school. The students were able to remain in their home district until a new Life Skills classroom could be opened for grades 7 to 10 for the 2014-2015 school year within the district.							
SS Palmer (KG)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	10 to 12	3	0.23

**Program Position #3**

Operator: School District  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SS Palmer (LS)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	10	0.91
SS Palmer (LS)	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 9	1	0.09

**Program Position #4**

Operator: School District  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SS Palmer (MZ)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	15	0.88
SS Palmer (MZ)	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 11	2	0.12

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SS Palmer (KT)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	9	0.25
SS Palmer (KT)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	1	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkside (KT)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	3	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Towamensing (DH)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	3	0.18
Towamensing (DH)	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 12	14	0.82

**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Towamensing (DT)	An Elementary School	A building in which General	Itinerant	Learning Support	10 to 10	1	0.08

	Building	Education programs are operated					
Towamensing (DT)	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 10	11	0.92

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Towamensing (SM)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 5	2	0.22
Towamensing (SM)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	7	0.78

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Towamensing (AH)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 9	8	0.86
Towamensing (AH)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	8 to 8	1	0.14

**Program Position #11***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Towamensing (AD)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	5 to 8	10	1

**Program Position #12***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Towamensing (AB)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 10	1	0.17
Towamensing (AB)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	4	0.66
Towamensing (AB)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 11	1	0.17

**Program Position #13***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School (MB)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	18	0.95
Justification: Itinerant Program not self-contained.							
High School (MB)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.05

**Program Position #14***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School (TM)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	19	1

**Program Position #15***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School (TT)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	13	0.76
High School (TT)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	4	0.24

**Program Position #16***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palmerton Jr. High (ZT)	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	4	0.4
Palmerton Jr. High (ZT)	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	6	0.6

**Program Position #17***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palmerton Jr. High (SL)	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	6	0.55
Palmerton Jr. High (SL)	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	5	0.45

**Program Position #18***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palmerton Jr. High (DB)	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	6	0.43

Palmerton Jr. High (DB)	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	8	0.57
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**Program Position #19***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palmerton Jr. High (DF)	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	4	0.8
Palmerton Jr. High (DF)	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 12	1	0.2

**Program Position #20***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkside Elementary (LB)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 6	22	0.5
SS Palmer	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 12	41	0.5
Justification: Itinerant program, not self-contained							

**Program Position #21***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Towamensing Elementary (TW)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	52	1
Justification: Itinerant, not self-contained							

**Program Position #22***Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Jr. High (DH)	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 13	9	0.4
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 16	2	0.1
SS Palmer	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 14	11	0.5
Justification: Itinerant program, not self contained							

**Special Education Support Services**

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
Director of Special Education	District Wide	1
School Psychologists	District Wide	2
Guidance Counselor	SS Palmer Elementary	1
Guidance Counselor	Towamensing Elementary	1
Guidance Counselor	Jr. High	1
Guidance Counselor	High School	1
Instructional Paraprofessionals	District Wide	24

**Special Education Contracted Services**

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
Occupational Therapy	Intermediate Unit	22 Hours
Physical Therapy	Intermediate Unit	6 Hours
Job Coaches	Intermediate Unit	90 Hours
Psychiatric Services	Intermediate Unit	6 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Power-Point presentation, Outside presenters, IU#21, & PATTAN on Autism and the use of Applied Behavior Analysis (ABA).  Evidence: Teachers will work with Autistic population using the 26 strategies of ABA. ABA refers to a systematic principles to improve socially significant behavior by manipulating the antecedents(things that happen before) and consequences (things that happen after) the behavior.
<b>Person Responsible</b>	Robert Dailey
<b>Start Date</b>	8/20/2014
<b>End Date</b>	6/2/2017
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	18.0
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	150
<b>Provider</b>	Palmerton Area School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans

## Behavior Support

<b>Description</b>	The district provides training on School-Wide Positive Behavior Support (SWPBS) throughout the school year. The data teams review data on behaviors/interventions and makes recommendations for SWPBS trainings.
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	<p>The staff is also trained on De-Escalation Techniques. "Crisis Teams" will be trained on Crisis Development Model. The teams will follow the Staff Attitudes/Approaches:</p> <ol style="list-style-type: none"> <li>1. Support: An empathetic <u>non-judgmental</u> approach attempting to alleviate anxiety.</li> <li>2. Directive: Staff takes control by setting limits.</li> <li>3. Non violent Physical Crisis Intervention: SAFE, non-harmful control and restrain technique used to control individual until he or she can regain control of his or her behavior. This techniques should only be used as a last resort when an individual presents a danger to himself or others.</li> <li>4. Therapeutic Rapport: An attempt to re-establish communication.</li> </ol> <p>The Crisis Teams will be able to identify "Crisis Development Behaviors Levels:</p> <ol style="list-style-type: none"> <li>1. Anxiety</li> <li>2. Defensive</li> <li>3. Acting Out Person</li> <li>4. Tension Reduction</li> </ol> <p>Evidence: Crisis Team completes training on "Crisis Development Model. Staff will continue to implement SWPBS in the district with fidelity. Reduce suspensions by 2% per year.</p>
<b>Person Responsible</b>	Robert Dailey
<b>Start Date</b>	8/19/2014
<b>End Date</b>	6/2/2017
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	1
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	150
<b>Provider</b>	Palmerton, IU#21, & Outside Provider
<b>Provider Type</b>	School District, IU, and Outside Provider
<b>PDE Approved</b>	Yes

<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>

	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Implementation of SWPBS with Fidelity

## Paraprofessional

<b>Description</b>	<p>Training:</p> <ol style="list-style-type: none"> <li>1. Understanding Disabilities</li> <li>2. Individual Learning Differences</li> <li>3. Development &amp; Characteristics of Learners</li> <li>4. Instructional Strategies</li> <li>5. Working as a Team to Support Students</li> <li>6. Supporting Students in General Education Classroom</li> </ol> <p>Evidence: Completion of the 20 hours of training for HQ status. Paraeducators will develop a journal that contains three strategies from each training. The Paraeducators will implement the strategies in the classes and write a reflection of the results.</p>
<b>Person Responsible</b>	Robert Dailey
<b>Start Date</b>	8/19/2014
<b>End Date</b>	6/2/2017
<b>Program Area(s)</b>	Professional Education

## Professional Development Details

<b>Hours Per Session</b>	5
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	24
<b>Provider</b>	Palmerton, IU#21, Outside Provider, & PATTAN
<b>Provider Type</b>	School District, IU, and Outside Provider
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.

<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
<b>Training Format</b>	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Paraprofessional</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Journaling and reflecting</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Reflective Journal</p>

## Reading NCLB #1

<b>Description</b>	Continue implementation of Guided Reading & Leveled Literacy Intervention.  Presentation: power-point, private presenters, IU#21 & PATTAN.  Evidence: Increase of reading comprehension, fluency , and words per minute.
<b>Person Responsible</b>	Robert Dailey
<b>Start Date</b>	8/19/2014
<b>End Date</b>	6/2/2017
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	18.0
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	14
<b>Provider</b>	Palmerton Area School District, Outside Provider, IU#21, & PATTAN
<b>Provider Type</b>	Palmerton Area School District, Outside Provider, IU#21, & PATTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

<b>Training Format</b>	LEA Whole Group Presentation
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans

## Transition

<b>Description</b>	<p>Trainings:</p> <ol style="list-style-type: none"> <li>1. Indicator 13: IEP Post Secondary Goals &amp; Services</li> <li>2. Indicator 14: Post-School Options</li> </ol>
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	<ol style="list-style-type: none"> <li>3. Employment Tool Kit for Individuals on the Autism Spectrum</li> <li>4. Creating a Path to Employment: Tips for Parents with Children with Disabilities</li> <li>5. Transition Assessment: Formal and Informal</li> <li>6. SMART (Students Moving Ahead and Ready for Transition)</li> </ol> <p>Evidence: Meet indicators 13 &amp; 14 during Compliance Monitoring (2014-2015 school year). Provide training to staff and parents on transition services and how to access them. Implement 2 informal transition assessments and Smart Apps for transition.</p>
<b>Person Responsible</b>	Robert Dailey
<b>Start Date</b>	8/19/2014
<b>End Date</b>	6/2/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	2
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	6
<b>Provider</b>	Palmerton, IU#21, Outside Provider, & PATTAN
<b>Provider Type</b>	District, IU, and Outside Provider
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

<b>Training Format</b>	Series of Workshops Live Webinar
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Parents
<b>Grade Levels</b>	High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion Develop Individual (s) Transition Plan(s)
<b>Evaluation Methods</b>	Review of written reports summarizing instructional activity Review Individual (s) Transition Plan (s)

# Special Education Affirmations

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

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

**Affirmed by Tammy Recker on 3/25/2014**

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*Board President*

**Affirmed by Scot Engler on 3/24/2014**

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*Chief School Administrator*