
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Special Education Report

Thursday, August 14, 2008

Entity: Nazareth Area SD
Address: One Education Plaza
Nazareth, PA 18064-0000
Phone: (610) 759-1170 Ext: 1111
Contact Name: Victor Lesky

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Nazareth Area SD	Colonial IU 20	Dr. Victor Lesky	5	4680	530

District Special Education Contact:

Name	Title	Phone	Fax	Email
Therese M. Myers	Supervisor of Special Education	610-759-1170	610-759-8907	tmyers@nazarethasd.org

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Baskwell, Linda	Nazareth Area Middle School	Special Education Representative	Robert Kern, Principal
Ehrets, Christina	Bushkill Elementary School	Special Education Representative	Joseph Yanek, Principal
Fehr, Rhonda	Nazareth Area High School	Special Education Representative	Alan Davis, Principal
Myers, Terry	Nazareth Area School	Administrator	Terry Myers
Burten, Judy Moran	Nazareth Area High School	Parent	Terry Myers
Harris, Jodi	Nazareth Area Middle School	Regular Education Teacher	Terry Myers
Marchase, Michelle	Nazareth Area School Dist	Other	Terry Myers
Hawk, Ann	Nazareth Area Middle School	Parent	Terry Myers

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

The Nazareth Area School District strives to provide all students with an appropriate, challenging education. Students with disabilities in the district are considered a part of the total student population and opportunities are provided for these students to achieve in accordance with their own abilities regardless of the severity of their disability. Special considerations have been established to provide support to the students that keep the students in the regular classes and provide the supports to them when the students might otherwise have a study hall or an activity period.

Our district has a strong commitment to the concept that students with disabilities should be placed to the maximum extent appropriate in regular education classes with non-disabled peers. Our model of inclusion for students as appropriate has resulted in the majority of our students being educated in the regular education classrooms with supports and specially designed instruction as needed, with the continuum of services in the school for those who require it. We have a large staff of instructional assistants that support the students who have disabilities in the general education classroom. As accommodations are greater, or modification is necessary a special education teacher often partners in a co-teaching environment to support

the students. Many students in our school district move into appropriate intervention or enrichment programs in the regular education environment so that when a student has to leave the classroom, it is not noticed as many of the students are moving into various support or extension groups throughout their day.

We have content tutoring and reinforcement of study skills for all high school students who require this service to succeed in regular education. The support classes are available every block and teachers are available to help student with organizational skills, writing, and editing, time management skills and content tutoring.

We have acknowledged that some students do not benefit from having the block schedule where they have a class one year first semester and then they don't have a follow up class until the next year 2nd. semester. For that reason, we have also incorporated Science and Math classes all year for 45 minutes periods so that students are not missing Math for long periods of time. Knowing that math concepts need to be reviewed often and that students who struggle with Math may not be able to retain the concepts, we piloted a whole year math for tenth grade students.

High school students with vocational goals, attend the Career Institute of Technology (CIT) which offers a variety of programs. The students who attend CIT are also supported by two learning support teachers who assist the shop teachers in making necessary modifications. There are teaching assistants in the shops to assist students as well. We are in the process of partnering with CIT to develop support and strategic interventions back at the high school for the students who must read higher level texts in the shop classes.

In the middle school and elementary school settings the co-teaching model of inclusion has become more prevalent in our district. The teachers feel that this model of inclusion has benefited all students who are in those classes, as they are now looked upon as resources for all students, not just working with the special education students in a pull out situation. This has resulted in less stigma for the students who receive support.

The District has added four emotional support programs to our district program. These classes were previously run by the Colonial Intermediate Unit #20 (CIU20). When we decided to move the classes back into the district, we added the support of mental health workers in all of the classes. These mental health workers have not only benefited the students in the room, but have allowed us the flexibility to intervene with students who may have an emotional issue, but are in regular education. We plan to expand their roles within the district to include social groups at all levels.

Identifying Students with Learning Disabilities

The Nazareth Area School District's process of identifying students with learning disabilities begins with the concerns of a classroom teacher or a parent about a student's difficulty in the basic skill areas. Teachers collect specific information about student performance and with the RTI team to develop strategies for implementation in the regular education classroom. The team provides targeted interventions specific to the need of the student and monitors the student's response to the intervention. If difficulties persist, the members of the team including the classroom teacher, the parent, or RTI facilitator may refer the case for a comprehensive special education evaluation.

On occasion, a parent will request an evaluation for a student prior to any data being collected or intervention being implemented. When this is requested in the elementary school

setting, the student is referred to Instruction Support Team concurrent with the evaluation process.

Once a referral is received for a suspected learning disability, the school conducts a formal evaluation of the student. This evaluation may include assessments of intellectual potential, academic achievement, emotional and social functioning, review of health history, vision data, speech and language, and performance in the classroom including behavioral observations. For classification as a student with a specific learning disability the MDE will conclude that there is documentation of significant lack of progress to research based intervention or a severe gap between cognitive ability and academic achievement. In addition to processing and working memory difficulties and documentation that this occurs in a variety of settings and not the result of any other factors such as health issues, socioeconomic status, lack of instruction, or limited. English proficiency or cultural factors. The documentation must come from a variety of sources that including cumulative record reviews, class work samples, teacher's records, input from parent and other professionals, informal and formal tests, curriculum based assessments, and the intervention data collected.

After the assessments are completed, the team including professional team members and parents examine the results. The strengths and weaknesses of the student are identified. If the results indicate that the student meets eligibility criteria the team will identify the student as having a learning disability. The comprehensive evaluation report is forwarded to the student's Individual Education Planning Team to develop goals and specially designed instruction for the student.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

No significant disproportionality by race or ethnicity.

Exiting Statistics

Graduation rate and dropout rate have been met.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Lehigh Learning Academy	Emotional Support/Alternative Education Students	45
Colonial Academy IU	Emotional Support/ Life Skills Support/ Autistic Support	195
Colonial Academy IU	Alternative Education Students	102

Incarcerated Students Oversight

Incarcerated students in the Northampton County Juvenile Justice Center are educated while they are in the detention or treatment facility. The facility sends us a request for records, and the student's records including the IEP and Evaluation Report are sent to the facility via fax. If a student's IEP is due while he/she is in the treatment facility a representative LEA from the Nazareth Area School District attends the meeting in person.

The special education teachers at the IU are trained in the areas of educational achievement testing to determine if a student is on grade level. In the event that a student who was not identified as needing special education was in the facility and tested extremely low, they would have him evaluated by the psychologist at the IU to determine if he qualified for special education services.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs as of Dec 1
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Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

The Nazareth Area School District educates students in the least restrictive environment to the maximum extent appropriate. The removal of students from the regular education environment occurs only when the student is in the regular education setting with supplementary aids and service and their achievement does not result in progress toward the student's individual educational goals.

We utilize the co-teaching model of inclusion where appropriate for students to minimize the need to remove students from the regular education environment. The subjects at the high school level that have been developed in the last few years for inclusion were English, Science and Math. These programs are being expanded again next year to include co-teaching inclusion in the higher level math classes including Algebra 1 and Algebra 2. This combines the expertise of the content area teachers, with the expertise in strategies the special education teacher brings to the classroom. Because of the support in the classroom during instruction, the students are able to meaningfully participate in these classes. Co-teaching also allows for the curriculum adaptations and modifications to be made in the planning process. The special education inclusion teacher and the regular education teacher have common planning times assigned at the high school level to insure the time is available to both teachers for collaboration and planning.

In the high school, two support classes are available every block. One is for 9-10 grade students and one for 11-12 grade students. This class is to support students' other academic classes during the day. This support class is in a student's schedule instead of a study hall and is taught by a teacher and instructional assistant supporting the classes offered at that level. The classes at the ninth and tenth grade level teach the students the skills necessary for working at the high school academic. This class also supports students who may not require the modifications needed in inclusion, but need the academic support of the teacher re-teaching or re-explaining concepts for higher level academic classes. Separate testing rooms are available every block at the high school level during the day for students to access if necessary for accommodations.

The middle school students who have disabilities are also involved in the regular education programs to the maximum extent. The students are pulled out for intensive Reading or Math instruction if they are unable to make meaningful progress in the regular education environment, but the other academic class expectations are modified or accommodations are made to meet their needs. Students are supported in the other academic areas, including co-teaching with a special education teacher or teacher assistants involved in supporting students in the regular education classroom. All students attend the electives in the regular education

environment. Students also participate in technology programs that reinforce basic skills. The district employs eight one-to-one associates at the middle school level to meet the needs of several students with significant disabilities in order for them to make meaningful progress toward their goals in the regular education environment. The district has been committed to inclusion for any student, regardless of the disability when they are making progress towards their goals and objectives in that setting.

Nazareth Area School District also has been involved in the Response to Intervention model in the elementary school buildings. We are partnering with regular education where appropriate to deliver the research based programs to all students who may require it. This has allowed students who have disabilities to continue to work in flexible grouping environments with non disabled peers to receive a research based program that will meet their educational needs, while participating in the regular education environment.

We have students with disabilities that are unable to make meaningful progress in the regular education environment due to the severity of their disability. In these cases, students will participate in the instruction in the area of disability in the small group setting outside of the regular education classroom, but return to the classrooms for the other academic instruction where appropriate. These decisions are made by the IEP team that knows the students' strengths and needs, and it is determined through the IEP process that this setting is the least restrictive environment in which the student can make meaningful progress.

When appropriate, students who are identified with emotional disturbance are educated in regular education. Next year we will be expanding our co-teaching model to include the emotional support students who have been educated in the segregated environment because their needs were too great to be met within the classes without teacher support.

Students who are educated in programs outside of the district are encouraged to participate in extra curricular activities, and busing is available to the after school programs from those programs. When a student is matriculating back to our high school academic classes, a period of transition is implemented to reduce the supports of the current placement and allow the student to come back for 1/2 day and then move toward the full day back at the home school. We have found that this transition is crucial in the success of students moving from a supportive, structured, environment to a full day back at the home school.

The technical assistance provided by PaTTAN or the CIU20 is an area that the district has not utilized to the fullest extent possible to support the inclusion program in the district. We plan to use the trainings that are provided by CIU20 to help us to train our assistants to expand their knowledge base in the roles of supporting students in the regular education environment. We have submitted a request for TAC help in defining, supporting, and expanding the co-teaching model. Teachers have been given the opportunity to participate in programs, and attend conferences on inclusion and co-teaching, but a district wide training model will be offered to the teachers who are participating in the co-teaching classroom that is defined by their needs next year.

We are using the PaTTAN training to pilot a SRA corrective reading program this year that encompassed one grade level. We will be implementing this across grades 6-12 next year and have already contacted PaTTAN and CIU20 TAC staff to support us in this project. At the secondary levels, we have implemented the Reading Apprenticeship program in both the middle and high school in two core subjects this year and plan to continue to utilize these strategies and expand them to other core content areas.

Supplementary Aids and Services

Service	Comment
Hearing Support Teacher	The district hearing support teacher works with students who have hearing impairments, and collaborates with the contracted IU audiologist to provide the students with supports such as FM systems and audiological testing of environments to benefit from the instruction in the regular education classroom. This teacher also provides support in academics for one student.
Related Services: Orientation and Mobility	The district contracts for this service from an outside agency who provides a student, who is blind, orientation and mobility around his educational environment.
Licensed Social Worker (1) and Mental Health Workers (4)	This service allows us to collaborate with agencies and parents to ensure that students are receiving the supports needed in the community. These personnel also run small groups and individual counseling sessions to meet students' needs.
Instructional Assistants (19)	These 19 1-1 instructional assistants help students in the regular education environment, by making accommodations to the assignments given to the students, assisting the student in completion of tasks and assignments, and working on their goals in the regular educational environment.
Teacher assistants (34)	The district has 34 teacher assistants who assists teachers in the regular and special education environments to meet students' needs in the least restrictive environment
Sign Language Interpreter	The district employs a full time sign language interpreter to work with one student in all academic classes.
Learning support teachers at the Career Technology Institute	The district contracts with CIU20 for two teachers to assist in making accommodations at the Vo Tech School.
Psychological Support	The district employees four full time psychologists to support the needs of the students in our programs
Speech and Language Services	The district has four speech and language teachers who support students by working on both articulation and pragmatic language skills.
Related Services: Occupational Therapy, Physical Therapy, Adapted Physical Education, Vision Support	The district contracts with CIU20 to meet the needs of students who require these related services in the school district and in the IU placements.
Career Technology Institute	This program provides career and technical training for students through half day programs.
Supplementary Aids and Services as categorized by PDE	<p>COLLABORATIVE</p> <p>There is built in common planning time in the scheduled for all co-teaching teams.</p> <p>Scheduled opportunities at the middle school for parent collaboration when all team members are available.</p>

	<p>Co-teaching models of inclusion are utilized at all grade levels.</p> <p>Parent group that meets monthly with discussion around special education information and needs identified by parents to support students.</p> <p>INSTRUCTIONAL</p> <p>We modify curricular goals for some students</p> <p>Test modification are used at all levels</p> <p>The district uses alternative print materials including Braille, Large Print and access to computers.</p> <p>Some students have functional goals within the regular education setting.</p> <p>We utilize research based supplementary materials including: SRA corrective reading program, Read Naturally, Rewards, FastMath, Study Island, Voyager, Compass Learning, Teen Biz, Kid Biz, etc.</p> <p>We have used Smart Boards in many of our classes this year to present information to students in a variety of ways.</p> <p>Many instructional examples are given to students either by teachers or assistants to help students grasp concepts.</p> <p>PHYSICAL</p> <p>Adaptive seating equipment is used for students all environments</p> <p>Adaptive trays are used for students in wheelchairs to write on</p> <p>Environments are adjusted for students with hearing issues as tested by the audiologist.</p> <p>Adaptive equipment is provided for students including, but not limited to FM systems, computers, writing devices, books on tape,</p> <p>Individualized work area within the classroom for a student who is blind.</p> <p>SOCIAL BEHAVIORAL</p> <p>Small group social skills training is provided to students whose IEP team has determined need this training.</p> <p>Individualized behavior plans are developed for students as needed at all levels.</p> <p>Assistants work with students in the regular education environment to facilitate peer interaction to maintain and</p>
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	generalize social skills.
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LRE Data Analysis

Personnel Development Activities:

Topic	
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Colonial Academy	Neighboring School Districts	Emotional Support	4
Lehigh Learning Academy	Other	Emotional Support	1
Paxinosa Elementary	Neighboring School Districts	Physical Support	2
Washington Elementary	Neighboring School Districts	Autistic Support	1
Shafer Elementary	Other	Autistic Support	5
Forks Elementary	Neighboring School Districts	IU Life Skills	1
Easton High School	Neighboring School Districts	Multi-Disabilities Support	1
Northampton Middle School	Neighboring School Districts	Autistic Support	1
East Hills Middle School	Neighboring School Districts	Autistic Support	1
Northeast Middle School	Neighboring School Districts	Autistic Support	1
Saucon Valley Middle School	Neighboring School Districts	Autistic Support	1
Freemansburg Elementary	Neighboring School Districts	Autistic Support	1
Palmer Elementary	Neighboring School Districts	Autistic Support	1
Liberty High School	Neighboring School Districts	Hearing Support	1
Nazareth Middle School	Other	IU Life Skills	2
Colonial Academy	Neighboring School Districts	IU Life Skills	1
Wilson High School	Neighboring School Districts	IU Life Skills	1
IU 20 Rotation Class	Neighboring School	IU Life Skills	2

	Districts		
Nazareth Middle School	Other	Emotional Support (Partial)	4
Stroudsburg Middle School	Neighboring School Districts	Emotional Support (Partial)	1
Phillip Lauer Middle School	Neighboring School Districts	Emotional Support (Partial)	1
Saucon Valley High School	Neighboring School Districts	Emotional Support (Partial)	2
Pathway School (KC)	Approved Private Schools	Learning Support	1
Devereux Foundation (BB)	Approved Private Schools	Emotional Support	1
Melmark	Approved Private Schools	Multiple Disabilities Support	1
Centennial School	Approved Private Schools	Emotional Support	1
Scranton School for the Deaf	Other	Hearing Support	1
Nazareth High School	Other	IU-Autistic Support Class (Mariel)	6

Personnel Development for Improved Student Results

Technical Assistance and Training

Personnel Development Activities:

Topic	<p>AYP: Baseline: The students in grades 3-5 did not make AYP in Reading in 2005/2006, but did make AYP in 2006/2007. The students in grades 3-5 did not make AYP in Math in 2006/2007. Students in grades 6-8 did not make AYP in 2007/2008 school year.</p> <p>Teachers and support staff at all levels will be trained in using data tools provided by PDE to identify and remediate areas where students are not proficient in Reading and Math.</p>
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2008; January 2009; August 2009; January 2010; August 2010; October 2011; January 2011	IU Staff, district personnel	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences, Study Groups	<p>Students in grades 3-5 will make AYP in: 2008/2009 2009/2010 2010/2011</p> <p>Students in Grades 6-8 will make</p>

				AYP in: 2008/2009 2009-2010 2010-2011 Students in grade 11 will make AYP in: 2008/2009 2009/2010 2010/2011
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Topic	Participation: Administrators and school counselors will be instructed on the participation expectations, and test make up timelines
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
January 2009 January 2010 January 2011	district personnel	Instructional Staff, Administrative Staff	On-site Training with Guided Practice	Participation rate to remain at or above 98%

Topic	Training for teachers and staff for inclusion and co-teaching will be expanded at all grade levels in 2008. The baseline shows we didn't make AYP in the 2007/2008 school year for our middle school. and one elementary school
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2008; October, 2008; January 2009; August 2009; October 2009; January 2010; April 2010; August 2010; January 2011;	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	Students in Grades 3-5 will make AYP in: 2008/2009 2009/2010 2010/2011 Students in Grades 6-8 will make AYP in: 2008/2009 2009/2010 2010/2011

				Students in Grades 11 will may AYP in: 2008/2009 2009/2010 2010/2011
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Topic	
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

Personnel Development - PA NCLB Goal #1

Baseline Data:

Baseline Data: The PSSA data reports for 2005/2006 & 2006/2007 indicated that there are a large percentage of students below the proficient levels in Math and English for most grade levels. Data received for the year 2007/2008 indicated that we fell below the state target for proficient scores in all grade levels. Our special education population is typically less than 50 students per grade level, so moving students currently below proficient to proficient at a rate of 10% per year is our goal.

Personnel Development Activities:

Topic	Staff will be trained in research based reading programs at the elementary level.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2008 January 2009 September 2009 January 2010 September 2010 January 2011	PATTAN Staff, IU Staff, Reading Specialists	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	PSSA Reading test results in Grades 3-5 will increase: 10% in 2008/2009 10% in 2009/2010 10% in 2010/2011

Topic	Teachers and paraprofessionals will be trained in inclusion, including co-teaching and differentiated instruction at all grade levels in the areas of
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	Math instruction.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August, 2008; October 2008; January 2009; August 2009; January 2010; August 2010; January 2011	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	<p>PSSA Math scores in grades 3-5 will increase: 10% in 2008/2009 10% in 2009/2010 10% in 2010/2011</p> <p>PSSA Math scores in grades 6-8 will increase: 10% in 2008/2009 10% in 2009/2010 10% in 2010/2011</p> <p>Students' PSSA scores at the 11th. grade level will increase by 10% in 2008/2009 10% in 2009/2010 10% in 2010/2011</p>

Topic	Teachers in grades 4-12 will be trained in SRA corrective reading program.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 2008 January 2009 October 2009 January 2010 August 2010 January 2011	PATTAN Staff, IU Staff,	New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups	PSSA Reading scores in grades 3-5 will increase: 10% in 2008/2009 10% in 2009/2010

				<p>10% in 2010/2011</p> <p>PSSA Reading scores in grades 6-8 will increase: 10% in 2008/2009 10% in 2009/2010 10% in 2010/2011</p> <p>PSSA reading scores in 11th. grade will increase: 10% in 2008/2009 10% in 2009/2010 10% in 2010/2011</p>
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Topic	Staff will be trained in inclusion for Reading at all grade levels, including all teaching strategies and methods.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2008; October 2008; August 2009; October 2009; January 2009; April 2009; August 2010; October 2010; January 2011; June 2011	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	<p>PSSA Reading Scores will increase in grades 3-5: 10% for 2008/2009 10% for 2009/2010 10% for 2010/2011</p> <p>PSSA reading scores for grades 6-8 will increase: 10% for 2008/2009 10% for 2009/2010 10% for 2010/2011</p>

				PSSA reading scores in 11th. grade will increase: 10% in 2008/2009 10% in 2009/2010 10% in 2010/2011
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Personnel Development - PA NCLB Goal #3

Baseline Data:

Students who have been diagnosed with autism are educated in the regular education environment where appropriate with the aid of a 1-1 paraprofessional. These paraprofessionals must be educated in social skills training, data collection, and behavior management so that we may systematically support students and encourage more independence in the student using the natural supports of the classroom. Students in our district IU program are included for specials and lunch and where the team as deemed appropriate, they are included for some academics.

Teams at the upper levels require further training to understand unique needs of students who are in the classes. The elementary teams are trained in the modifications needed, but the upper level teachers are still in need of training to work more effectively with students who have autism.

Baseline line data indicate that there are no paraprofessionals that have the skills needed to continuously take this type of data and report to the teacher. Most data reported to teachers is anecdotal. Paraeducators have not had systematic formal training district wide in data collection, task analysis, behavior support plans or modifications of curriculum.

Personnel Development Activities:

Topic	Autism: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs. 1-1 assistants will be trained to record accurate behavioral data.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2008; January 2009; August 2009; October 2009; January 2010; August 2010; January 2011	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups	Scores in PSSA Math and Reading will improve by 10% in 2008/2009 10% in 2009/2010 10% in 2010/2011

Topic	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students
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	<p>with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs:</p> <p>Paraeducators will have systematic formal training in data collection, understanding of PSSA data, task analysis, behavior support plans, and modification of curriculum.</p>
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
<p>August 2008</p> <p>January 2009</p> <p>August 2009</p> <p>January 2010</p> <p>August 2010</p> <p>October 2010</p> <p>January 2011</p>	<p>PATTAN Staff,</p> <p>IU Staff, speech therapists,</p> <p>school psychologists</p>	<p>Paraprofessional,</p> <p>Instructional Staff</p>	<p>On-site Training with Guided Practice,</p> <p>Workshops with Joint Planning Periods,</p> <p>Conferences,</p> <p>Distance Learning</p>	<p>100% of associates are trained in PSSA data results in 2008/2009 school year</p> <p>100% of associates are trained in curriculum modification program by the 2009/2010 school year</p> <p>100% of associates are trained in accurately collecting behavioral and academic data by the end of 2010/2011 school year</p> <p>Associates working with students with Autism are trained in social stories by speech therapists in the 2010/2011</p>

Topic	<p>Autism: Academic teams at the secondary level will be trained in the area of Autism including: behavior management curriculum modifications, working with 1-1 assistants in class and monitoring academic progress</p>
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 2008; January 2009; August 2009; January 2010; August 2010; January 2011	PATTAN Staff, IU Staff,	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Students who have Autism will increase scores on the PSSA by: 10% in 2008/2009 10% in 2009/2010 10% in 2010/2011

Personnel Development - PA NCLB Goal #5

Baseline Data:

The Nazareth Area School District works collaboratively with families to ensure that all students who have disabilities graduate from high school. The district graduation rate was above the state average in the Data report for 2005/06, and 2006/2007 but the rate of 90.91% for 2006/2007 was below the SPP target of 92.65%. We continue to strive to provide appropriate transition plans, and use a variety of programs to meet the needs of students at the high school level.

Most of our learning and emotional support students attend 4 years of high school and graduate with their age appropriate peers. Most students attend post secondary education, training or enter the job market. Our post school outcome survey indicated to us that the students did enter post secondary, but many times did not stay the entire year.

Starting in 2007/2008 all high school students who have IEPs were assigned a case manager expected to work with the student and their family for all four years of high school to ensure that transition goals and planning are sequential, logical, and align with the Chapter 14 regulations regarding transition. A school based team consisting of an assistant principal, guidance counselor and special education case manager will support the student in transition toward post secondary goals that were identified and determined to be appropriate to meet the student's needs.

We also have a small group of students who are in a work training program within our school setting. These students' cognitive ability allows them to benefit from a work program with a job coach on an individual basis to prepare them for the work environment upon graduation. Many of these students choose to stay until they are twenty-one in order to benefit from the extended training they receive.

Our students who have significant disabilities typically stay in school until they are 21. Most of these students are in out of district placements that have the job coaching experience and supported employment in their program. Many of these students have sampled supported work programs, day programs or competitive employment and are transitioned during the last year in school to that placement, with support as needed for their success.

Personnel Development Activities:

Topic	We will increase our graduation rate from 90.91% in 2006/2007 which was lower than the baseline of 2005/2006 of 96.43% by training staff, students and families in post secondary training for college or the work environment through parent and staff workshops, & trainings
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 2008; November 2008 October 2009; November 2009; October 2010; November 2010; January 2011	Higher Education Staff, college transition program	Parent, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, student training	Nazareth Area High School graduation rate will increase by: 2% in 2008/2009 2% in 2009/2010 2% in 2010/2011
Transition Conference July 2008; July 2009; July 2010;	PATTAN Staff, Higher Education Staff	Paraprofessional, Instructional Staff	Conferences, Distance Learning	Students graduation rate will increase by: 2% in 2008/2009 2% in 2009/2010 2% in 2010/2011
Transition Fair November 2008; November 2009; November 2010	agencies; district	Parent, Paraprofessional, Instructional Staff	transition fair at the school	Students graduation rates will increase by: 2% in 2008/2009 2% in 2009/2010 2% in 2010/2011

Behavior Support Services

Summarized School District Policy:

Nazareth Area School District uses a curriculum for positive behavior support called Second Step in kindergarten through grade 5 in all elementary buildings. The *Second Step curriculum* is broken down into a specific curriculum for grades K, 1-3, and grades 4-5. Level 1 consists of foundation lessons and levels two and three skill building lessons. Each level includes discussion lessons, overhead transparencies, reproducible homework sheets, and a live-action video. The three levels of lessons allow students to receive comprehensive, multi-year training in pro-social skills.

At each grade level kindergarten through grade 5, the lessons build sequentially, and are taught in order. The lessons vary in length from 20 minutes at the kindergarten level to 50 minutes at the

5th. grade level. There are approximately 20 lessons for each grade level. The lessons are taught two times a week by the regular classroom teacher and followed up by trained counselors, if needed for individual students or a small group of students.

There are also supplemental social skills curricula for the prevention of bullying, youth violence, and child abuse. A family component of the program is also available. Six videos are offered for parents and care givers to be viewed in groups so that discussion and practice of the vocabulary used in the program can occur. Parents in the district are encouraged to participate in the program.

The middle school teams use the Second Step program for pro-social skills at each grade level 6-8. This is an extension of the elementary program. It teaches pro-social skills in 5 main themes interwoven through the lessons. 1. Emphathy in communication, 2. Bullying prevention, 3. emotional management 4. problem solving, decision making and goal setting and 5. substance abuse prevention. The curriculum is taught by all subject areas in the team.

The grade levels in the middle school are broken down into three teams of five teachers who work directly with a smaller group of students. The teams provide clear expectations for participation in the monthly reward. The reward is monthly at the sixth grade level and is faded in the seventh grade. At the eighth grade level there is no monthly reward.

All buildings have a crisis team appointed by the principal that include the school counselors, support teachers and classroom teachers. These members are trained in Crisis Prevention Intervention, which is taught by our trained district certified instructor. Team members must have the initial training as well as yearly refresher training. This program utilizes de-escalation techniques to help students in a crisis situation to regain control. This training is used to help keep students safe in the event they are unable to control their behavior. The middle school has a referral process for students who may be struggling in school that is called (LINKS) Looking at Issues Necessary for Kid's Success, which is a team based intervention that is used to help all students at the middle school. Our high school has a Student Assistant Program run by a team of teachers, nurse, counselors, school psychologist and administrators, that gathers and shares information with the parent and offers suggestions for outside agency referral.

At this time, the school district does not have a district wide positive behavioral support plan. The students at the high school have been able to maintain an orderly environment with disruptions kept at a minimal number. The high school has explored the restorative practices model of intervention but that has not been implemented at this point. Students who have been identified as requiring emotional support services are supported by a team consisting of a special education teacher and mental health worker. There is one team at the elementary and middle school level and two teams at the high school level. The district has also employed a full time licensed social worker who works directly with the parents, students and outside agencies to help provide a seamless transition to any other supports required for the student to succeed in the school setting.

The report filed for Children with Disabilities Subject to Disciplinary Removal for the school year 2007/2008 filed in June of 2008, indicated that we had 2 students who were removed due to drugs or weapons. There were also 75 incidents involving 41 students who were suspended 2-10 days and 3 students whose disciplinary removals were greater than 10 days. We feel this number can be reduced with proper training of teachers. We are moving toward an inclusion model of emotional support, involving co-teaching at the high school level, utilizing both emotional support teachers and teacher assistants. Students will also be supported daily in a support class that consists of study skills, individual or group therapy with the mental health worker, or licensed social worker.

Individual Positive Behavioral Support Plans must be improved in the district starting with training for teachers in functional behavioral assessment. Special education teachers require more training and practice in the development of the positive behavior support plans to further support students in the regular education environment. Regular Education teachers also must be trained in positive behavior support plans in order for our students who are in our high school to remain in the least restrictive environment.

Personnel Development Activities:

Topic	Positive Behavioral Supports: Training for staff on school wide System to address behavior
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 2008 January 2009 October 2009 January 2010 August 2010 January 2011	PATTAN Staff, IU Staff, school psychologists	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups,	Reduction of suspensions by: 10% in 2008/2009 5% in 2009/2010 5% in 2010/2011

Topic	School-based Behavioral Health training for counseling staff and teachers
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 2009 October 2010 October 2011	IU Staff, county agency MHMR	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences, Study Groups	Reduction of suspensions by: 10% in 2008/2009 5% in 2009/2010 5% in 2010/2011

Topic	Training in Crisis Prevention Intervention by a certified trainer including verbal de-escalation techniques
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2008; October	Certified trainer	New Staff,	On-site	Suspension

2008; August 2009; October 2009; April 2010 August 2010; October 2010; January 2011	in Crisis Prevention Intervention	Paraprofessional, Instructional Staff, Administrative Staff	Training with Guided Practice	rates will decrease by 10% in 2008/2009 5% in 2009/2010 5% in 2010/2011
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Topic	
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

Topic	Functional Behavior Assessment Training for special education teachers
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 2008; January 2009; February 2009; August 2009; October 2009; August 2010; October 2010	IU Staff	New Staff, Instructional Staff	On-site Training with Guided Practice, Conferences	Students who are in the emotional support program will be suspended less than baseline established in 2007/2008 of 14 removals: 10% less in 2008/2009 10% less in 2009/2010 10% less in 2010/2011

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

At this time the district is not having difficulty providing FAPE for any particular disability category. The one category we would like to support within the school district is the high school partial hospitalization program. Mental health problems affect many high school students and they would benefit from attending a school based partial hospitalization program within our own school. The district will collaborate with the IU and the county to determine if Nazareth is able to become a host site for this program at the high school level. Many students, with and without disabilities, require this program, and we believe that we would be able to better serve the students who are in this program in the Nazareth Area High School, by offering the opportunity to have students transition as appropriate into our classrooms. We currently have a middle school program and feel this is the next logical step. This inquiry will begin for the 2009/2010 school year this summer.

Local Continuum of Supports and Services

The Nazareth Area School district currently offers K-12 learning support and emotional support services at all building levels. These programs are run by the district and provide supports in the least restrictive setting.

When a student's emotional or behavioral needs exceed the level of support we are able to offer the Colonial Academy emotional support classes to help students with significant needs that are beyond the scope of our home school. When this is needed an intake is scheduled with the team at Colonial Academy and all supports offered are reviewed and discussed.

For other low incident populations we are able to place the student at the IU20 programs that are housed in the typical schools in the area. This helps us to be able to service the low incident populations with experts in the disability to ensure that FAPE is provided to these students in their least restrictive environment.

We utilize the CIU20 inter-agency process when we have a case where we do not have a placement readily available to meet the needs of a student or the student requires more support than just education. We meet with a team from CIU20 typically consisting of educational staff mental health staff, social workers and supports from each level of care to determine what outside agency help we can give the family to be able to support the student in the educational environment.

When a case is so difficult that we are unable to work within our own educational system, we contact Northampton County CASSP team to help us to determine if we can meet the need of a student who is unable, with support, to be successful due to needs that are beyond the control of the school. Typically these students are involved in the mental health system and require the support of a Residential Facility. The referrals are made and the team convenes with Magellan, the family, the county and the school to determine what recommendation is appropriate.

The plans we have to expand and enhance staff recruitment and retention is to train our staff to be resourceful, independent problem solvers and collaborative partners in the field of education. This team approach is newer to the district and our teachers are just getting started in larger numbers in the inclusion process. They will need to continue professional development in the areas of co-teaching, inclusion, and standards based teaching in order to be fluent in all areas of education. The teaching strategies are great when educating students, but their knowledge base will have to widen to include the mandates of regular education.

Expansion of Continuum of Supports and Services

There is a wide continuum of supports and services and educational placements within the Nazareth Area School District. Students are in the least restrictive environment unless they are not making progress. In the event that a student is unable to make progress in the regular education room, we have several options for the district:

We have agreements with the Colonial Intermediate Unit for services that we are unable to provide due to the expertise needed to run the programs, and the number of students in our district who require those services. These programs include physical support, autistic support, life skills support, and partial hospitalization emotional support.

We are a small suburban district with a low enrollment of special education students. Because of our small numbers we rely on the CIU20 to support students who are in the low incident populations who are not able to make progress within our continuum of services. We are involved with the IU and collaborate monthly at district contact meetings. At this meeting we are able to hear about any program or service the IU is offering to the districts. When a student is

referred, it is a collaborative effort to determine if their needs are better met in the current placement or at another placement within the CIU20 classes.

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Bushkill (DP)	E	GE	I	SLS	5	11	29	1.00
-	IU	Lower Nazareth (CH)	E	GE	I	SLS	6	11	25	1.00
-	IU	Shafer (PB)	E	GE	I	SLS	6	11	31	1.00
-	IU	Middle School (MB)	M	GE	I	SLS	12	13	3	1.00
-	SD	Bushkill (CE)	E	GE	R	LS	7	9	16	1.00
-	SD	Bushkill (NW)	E	GE	R	LS	9	10	9	1.00
-	SD	Bushkill (DF)	E	GE	R	LS	11	12	15	1.00
-	SD	Lower Nazareth (CD)	E	GE	I	LS	6	7	8	1.00
-	SD	Lower Nazareth (LG)	E	GE	I	LS	8	10	11	1.00
-	SD	Lower Nazareth (CH)	E	GE	I	LS	10	11	8	1.00
-	SD	Lower Nazareth (AW)	E	GE	I	LS	11	12	7	1.00
-	SD	Shafer (AD)	E	GE	R	LS	6	8	16	1.00
-	SD	Shafer (JS)	E	GE	R	LS	9	10	10	1.00
-	SD	Shafer (PL)	E	GE	R	LS	10	11	9	1.00
-	SD	Shafer (JS)	E	GE	R	LS	11	11	17	1.00
-	SD	Middle School (AS)	M	GE	R	LS	12	13	17	1.00
-	SD	Middle School (SS)	M	GE	R	LS	12	13	17	1.00
-	SD	Middle School (KF)	M	GE	R	LS	13	15	19	1.00
-	SD	Middle School (LB)	M	GE	R	LS	13	14	18	1.00
-	SD	Middle School (JH)	M	GE	R	LS	14	15	18	1.00
-	SD	Middle School (DS)	M	GE	I	LS	14	15	19	1.00
-	SD	High School (RF)	S	GE	R	LS	15	17	17	1.00
-	SD	High School (CR)	S	GE	I	LS	15	18	22	1.00
-	SD	High School (DF)	S	GE	R	LS	17	18	15	1.00
-	SD	High School	S	GE	R	LS	16	17	16	1.00

		(JN)								
-	SD	High School (IW)	S	GE	I	LS	15	16	29	1.00
-	SD	High School (MS)	S	GE	I	LS	17	18	42	1.00
-	SD	High School (SV)	S	GE	PT	LS	15	19	15	1.00
-	SD	District Wide(HK)	E	GE	I	DHIS	7	16	7	1.00
-	IU	High School (Mariel)	S	GE	FT	AS	18	21	6	1.0
-	IU	Middle School (Partial)	M	GE	FT	ES	13	15	4	1.0
-	IU	Middle School (LSS)	M	GE	FT	LSS	14	15	2	1.0
M	SD	LNES (KH)	E	GE	FT	ES	7	12	4	1.00
M	IU	Bushkill (IU)	E	GE	FT	AS	8	11	5	1.0
N	SD	Middle School (CG)	M	GE	R	LS	12	13	17	1.00
-	SD	Middle School (JH)	M	GE	R	ES	13	14	9	1.00
-	SD	High School (LP)	S	GE	I	ES	15	17	14	1.00
-	SD	High School (RB)	S	GE	I	ES	17	18	16	1.00

Justification: The hearing support teacher is district wide, and supports students at all levels. She is not the direct teacher to most of the students, and sees one student for approximately 90 minutes per day.

The emotional support teacher at the elementary level has one student who is out of the age range. That student would have had to move out of the district for a 5 month period until she was moved to the middle school next year. The IEP team determined that it was better for her to remain in her home school. The student participates in learning support classes for most of her day and is not in with the students in the emotional support room.

We have three speech and language teachers who work in the district. Two are at the elementary level and one elementary and secondary. These teachers typically push into the classroom or see students individually. They do not see their students in one setting at one time. Their case load is out of the age range; however the students are not typically seen at the same school or at the same time.

Support Staff (District)

School District: Nazareth Area SD

ID	OPR	Title	Location	FTE
-	SD	Supervisor of Special Education	District Wide	1.00
-	SD	School Psychologist	NAHS	1.00
-	SD	School Psychologist	NAMS	1.00
-	SD	School Psychologist	Elementary	2.00

-	SD	Hearing Support Teacher	District Wide	1.00
-	SD	Instructional Assistants	NAHS	12.00
-	SD	Instructional Assistants	NAMS	15.00
-	SD	Instructional Assistants	Shafer Elementary	9.00
-	SD	Instructional Assistants	Bushkill Elementary	7.00
-	SD	Instructional Assistants	Lower Nazareth Elementary	9.00
-	SD	Guidance Counselors	NAHS	5.00
-	SD	Guidance Counselors	NAMS	3.00
-	SD	Guidance Counselor	Shafer Elementary	1.00
-	SD	Guidance Counselor	Lower Nazareth Elementary	1.00
-	SD	Guidance Counselor	Bushkill Elementary	1.00
-	C	math /reading specialists	District wide	10.00
N	SD	Mental Health Worker	Shafer Elementary	1.00
N	SD	Mental Health Worker	Middle School	1.00
N	SD	Mental Health Worker	High School	2.00
N	SD	Licensed Social Worker	District Wide	1.00

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	Colonial IU20	Physical Therapists	242 Minutes
-	Colonial IU 20	Vision Therapists	360 Minutes
-	Colonial IU 20	Occupational Therapists	252 Minutes
-	Colonial IU 20	Speech and Language Therapist	76 Hours
N	Colonial IU 20	Audiologist	1 Hours
-	Colonial IU 20	Adapted PE	495 Minutes
-	Words for the Eyes	Interpreter	5 Days
-	Colonial IU 21	Job Training	5 Days
-	Colonial IU 20	Job Training	5 Days
N	Delaware County IU	Travel Training	30 Minutes
N	Antonio Torpey	Orientation and Mobility	3 Hours

ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS

School Years: 2008 - 2011

The Nazareth Area SD within Colonial IU 20 assures that the school district will comply with the requirements of 22 PA Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code Â§14.104:

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 report 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 assures 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.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

Board President

Date

Superintendent

Date