



Southern Lehigh School District
District Level Comprehensive Plan
07/01/2015 - 06/30/2018

District Profile

Demographics

5775 Main St
Center Valley, PA 18034
(610) 282-3121
Superintendent: Dr. Leah-Jane M. Christman
Director of Special Education: Andria Deatline Buchman

Planning Process

The purpose of the Strategic Plan is to set and achieve specific goals in order to continue transforming the organization to provide the highest quality learning opportunities for our students as well as strive for an environment in which all employees can be successful. Critical to the planning process is facilitating a shared purpose or alignment. Alignment is the process of reaching mutual understanding about common goals. It gives shared meaning to the work of the School District, thereby enabling successful accomplishment of the goals of the organization.

The steps of the process are to review our mission and vision for the future of the District, define our values, and set measurable goals to achieve the mission, vision, and practice the values.

The final product will provide direction for Southern Lehigh, which revolves around our plan. Since the PA Department of Education provides an electronic comprehensive planning tool, we have much greater flexibility in revising our plan based on future needs as well as truly maintaining our plan as a living document, which guides our work.

The process includes the utilization of a Steering Committee made up of Board members and administration, with input from teachers, parents, students, and community members. The Steering Committee serves the purpose of reviewing the entire Comprehensive Plan to insure all pieces are in alignment with the mission, vision, and shared values of the District. The Steering Committee will serve in an advisory capacity to review the recommendations from the subcommittees and district administration.

Steering Committee Members:

- Dr. Leah M. Christman, Superintendent
- Corinne Gunkle, School Board Member / President
- Kathie Parsons, School Board Member / Education Committee
- Dr. Thomas McLoughlin, School Board Member / Education Committee

- William Hayes, School Board Member / Education Committee
- Kristen Lewis, Assistant to the Superintendent
- Ken Jordan, Director of Elementary Education and Instructional Technology
- Erik Malmberg, Coordinator of Network Services
- Joan Takacs, Director of Secondary Education and Assessment
- Andria Buchman, Director of Special Education
- Christine Siegfried, High School Principal
- Dr. Edward Donahue, Middle School Principal
- Lori Limpar, Elementary Principal
- Sam Hafner, Elementary Principal
- Mary Farris, Intermediate School Principal
- Diana Millman, Board Secretary/ Administrative Assistant

Strategic Planning Structure

1. Steering Committee (Administration, Managers, Board Representatives, Input from Parents, Students, and Staff)

2. Internal Coordinators (Leah Christman, Kristen Lewis)

3. Sub Committees:

- **Comprehensive Plan (including Gifted Education & Student Services)**, which includes Board Representatives, Parents, Community/Business Representatives, Students, and Staff (Leah M. Christman, Kristen Lewis- co-chairs)
- **Professional Development & Induction**, which includes Act 48 Committee members (Leah M. Christman, Kristen Lewis- co-chairs)
- **Special Education**, which includes Special Education Task Force members (Andria Buchman-chair)
- **Technology Plan**, which includes Technology Council members (Ken Jordan, Erik Malmberg- co-chairs)

Mission Statement

Educating today's learner.... for tomorrow's opportunities.

Vision Statement

In the pursuit of excellence, the Southern Lehigh School District has created a culture of innovation and creativity empowering students for a brighter future in a global society.

The Southern Lehigh School District vision is one where:

- The District strives to meet the needs of all students.
- Our programs provide challenging, relevant learning experiences for the community of learners.
- Students are actively engaged in learning twenty-first century skills including:
 - Core subjects and 21st century themes
 - Learning and innovation skills
 - Information, media and technology skills
 - Life and career skills
- Relationships, rigor, and relevance are the keystones of our competency/ standards based programs
- Data-informed decision-making guides our path to continuous improvement.
- Communications among our community of learners is open and engaging.
- Students are offered opportunity and choice in learning.
- We collaborate with parents and partners in pre-K-20 institutions, businesses, and community organizations, on a local, regional, national, and global level.
- Teachers and administrators are dedicated to high expectations for themselves and their students, and model the skills they inspire students to achieve.

Shared Values

We believe:

- Education is a fundamental partnership among individuals, home, school, and the community.
- All people can learn.
- High expectations promote high achievement.
- Environment impacts upon learning.
- Society benefits when people act responsibly and respectfully.

- Continuous improvement is achieved by promoting and managing change effectively.
- The commitment of resources to public education provides long-term benefits to society.

Educational Community

Southern Lehigh School District provides an educational program known for its excellence and forward-looking perspective, which is sensitive to the changing needs of its students. The community, faculty, parents and students have joined together in striving to maintain and enhance that excellence.

Southern Lehigh School District will educate all students to develop twenty-first century skills required to become life-long learners and productive members of an ever-changing world.

Our Community

Located one hour north of Philadelphia, and two hours west of New York, the Lehigh Valley nestles in the rolling hills of Pennsylvania. A mixture of urban quality and collegiate excellence, surrounded by rural serenity and beauty, the Valley offers residents a wide range of opportunities and life experiences.

The focal point of Lehigh Valley is the mid-sized, dual-city complex of Allentown and Bethlehem, having a population of over 100,000. Bethlehem, originally an 18th century Moravian community, still reflects the historic significance of the area's heritage, as shown in its gothic German architecture. Allentown, rapidly becoming known as one of the country's progressive high-tech centers, also is the home of several outstanding private colleges and universities, which is part of a larger consortium including Muhlenberg, Cedar Crest, Lafayette, Moravian, and Lehigh University. DeSales University, a private four-year liberal arts college, is located in the district. There are also four schools in the state university system within 35 miles of Southern Lehigh.

New shopping malls, growing light industry, nationally recognized art museums and cultural programs, and rambling parks provide an ideal urban setting for area inhabitants. And yet, a five-minute drive in any direction brings a person out into the beautiful rolling countryside of fields and forests. Unspoiled by modern progress, the Valley reflects the purity and benefits of living in a naturalistic setting. Low mountains, forests and verdant fields provide the population with extensive recreational activities, self-contained within the Valley.

Southern Lehigh School District lies on the southern edge of the Lehigh Valley. Its 48 square miles includes the borough of Coopersburg (population 2,574) and the rural townships of Upper Saucon (population 14,570) and Lower Milford (population 3,860). The District, made up of three elementary schools (K-3), one intermediate school (4-6), one middle school (7-8), and one high school (9-12), plays a significant role in the community. The schools encourage parents and

residents to participate in many diversified ways -- from classroom visitations and open houses to working on community projects. Schools and the community make a concerted effort to work closely together to provide children with multifaceted opportunities. Student enrollment currently stands at approximately 3100.

As the community reflects its values in its strong support of quality education for its children, the school district in turn serves the community in providing the vehicle for this educational excellence.

Southern Lehigh has participated in the Lehigh Valley Career Pathways Consortium since 1998. Students are involved in a career guidance program. By eighth grade, students have explored career clusters - Arts and Humanities; Business/Communication Technology; Engineering/Industrial Technology; or Health Sciences/Human Services and either the Traditional or Technical pathway within the cluster. The District has offered dual enrollment opportunities since 2004 and continues to expand opportunities in dual enrollment each year. Courses delivered through distance learning, dual enrollment, both on our campus and at local colleges and universities, and Independent Study allows our students to pursue their career goals in elective courses that a school of our size could otherwise not offer. Our 2010-11 AYP has been met for the District. Our results show a 95.6% graduation rate, a 95.5% attendance rate, an average participation rate for grades 3-12 of 99.3% Math and 99.1% in Reading. Results show proficiency rates of 84.1% in Math and 84.2% in Reading, averaged for grades 3-12.

The strengths of our school district are:

- Consistent high performance in test scores
- Students and teachers are engaged and interested in their school experiences
- A variety of educational opportunities being utilized including dual-enrollment, on-line language instruction, on-line recovery courses, career and technical education, independent study, critical language offerings
- Required courses to meet Career Education and Work standards
- Participation in Lehigh County Pathways, High Schools that Work, and other career focused activities
- Partnerships with community groups, higher education and business groups
- Supportive, involved, and educationally-minded parents and community
- Technology resources available

Our needs include:

- Continual staff member collaboration to develop standards aligned curriculum and locally designed assessments.
- Continual improvement in student academic proficiency as demonstrated in state and local assessments.
- Continual improvement in proficiency on college placement exams.

- More opportunities for personalized learning and career counseling to support career goals (including dual-enrollment, job-shadowing and internships).
- More professional development activities designed for ubiquitous technology use in teaching and learning, research-based classroom strategies, differentiation of instruction and strategies to increase high expectations, relevance, and relationships leading to student success
- More opportunities for 21st century learning and assessment of 21st century skills.
- A greater understanding of our changing technology-infused global society and the factors that contributes to the development of informed citizens.

Planning Committee

Name	Role
Joseph Breisch	Ed Specialist - Instructional Technology
David Diaz	Elementary School Teacher - Regular Education
Robert Fluck	Elementary School Teacher - Regular Education
Bill Kennedy	Community Representative
Heather Toto	Middle School Teacher - Regular Education
Ellen Baca	Parent
Cyndie Braden	Parent
Andria Buchman	Special Education Director/Specialist
Dr. Leah-jane M. Christman	Administrator
Trisha Colasurdo	Parent
Nate Davidson	Administrator
Kelly Dougherty	Elementary School Teacher - Regular Education
David Dougherty	Secondary School Teacher - Special Education
Corinne Gunkle	Board Member
Jeffrey Hershey	Secondary School Teacher - Regular Education
Ken Jordan	Ed Specialist - Instructional Technology
Kristen Lewis	Administrator
JoAnn Lindauer-Schneider	Elementary School Teacher - Regular Education
Susan MacIntyre	Middle School Teacher - Regular Education
Diana Millman	Community Representative
Bill Miracle	Business Representative
Patti Mohr	Community Representative
Kathie Parsons	Business Representative

Joann Peralta	Secondary School Teacher - Regular Education
Joann Peralta	Secondary School Teacher - Regular Education
Colleen Pizzo	Elementary School Teacher - Regular Education
Katie Quartuch	Secondary School Teacher - Regular Education
Joan Takacs	Administrator
Melissa Tesche	Parent
Melissa Tesche	Parent
Katie Wechtler	Elementary School Teacher - Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Developing
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social	Developing	Developing

Studies, Science and Technical Subjects		
Common Core Standards: Mathematics	Accomplished	Developing
Economics	Developing	Developing
Environment and Ecology	Accomplished	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Developing
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Modification and Accommodations

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

This narrative is empty.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

- Building Supervisors

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

Our district has developed common grade, subject and district-level assessments to ensure standards aligned instruction and consistency between classrooms, grade levels, and curricular areas. We offer opportunities for Instructional and Peer Coaching through our district evaluation model.

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

Our building level administrators are responsible for monitoring teacher lesson plans and evaluating teachers.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

Elementary Education-Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

High School Level

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

Electives	6.50	6.50	6.50	6.50	6.50	6.50
Minimum % Grade Required for Credit (Numerical Answer)	26.00	26.00	26.00	26.00	26.00	26.00

2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Reading

- Local Assessments aligned with State Standards

Writing

- Local Assessments aligned with State Standards

Mathematics

- Local Assessments aligned with State Standards

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	X
Career Education and Work		X			X	X
Civics and Government		X				X
Common Core Standards: English Language Arts		X				X
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				X
Common Core Standards: Mathematics		X				X
Economics		X				X
Environment and Ecology		X				X
Family and Consumer Sciences		X				X
Geography		X				X
Health, Safety and Physical Education		X				X
History		X				X
Science and Technology and Engineering Education		X				X
World Language		X				X

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language and Composition

- Students are allowed to test out of required courses.
- Independently validated local assessments.

English Literature

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Independently validated local assessments.

Mathematics

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Independently validated local assessments.

Science & Technology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Independently validated local assessments.

Environment & Ecology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Independently validated local assessments.

2017 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Biology or Chemistry

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Independently validated local assessments.

American History, Civics/Government, or World History

- Students are allowed to test out of required courses.

- Independently validated local assessments.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Midterm Exams			X	
Final Exams			X	X
Chapter/Unit Tests			X	X
Projects / Performances / Presentations			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island			X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Performance Assessments			X	X
Quizzes / Unit / Chapter Tests			X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT's			X	X
SRI			X	
Writing Prompts			X	
LEA Created Math Exams				

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review			X	X
Building Supervisor Review			X	X
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review			X	X

Provide brief explanation of your process for reviewing assessments.

Assessments are developed collaboratively with teachers, building administrators, and curriculum directors.

Development and Validation of Local Assessments

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

This narrative is empty.

Collection and Dissemination

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

Use of our SIS system (Sapphire) to act as a data warehouse, along with the use of eMetric and disaggregated spreadsheet data from our state assessments.

Data Informed Instruction

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

Teachers and administrators utilize assessment data to develop strategies to support student who are not proficient. In some cases, remediation or support classroom opportunities afford students extra help and analysis of progress. Some supports include RTII, tutoring, targeted directed instruction, computer aided diagnostics or benchmarks and instruction to assist struggling students.

Assessment Data Uses

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

Instructional practices modified or adapted to increase student mastery.			X	X
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Provide brief explanation of the process for incorporating selected strategies.

In reviewing data at both the school and district level, various goals are developed and implemented to support identified instructional needs.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & other Test-related Websites			X	X
Individual Meetings			X	X
Letters to Parents/Guardians			X	X
Local Media Reports			X	X
Website			X	X
Meetings with Community, Families and School Board			X	X
Mass Phone Calls/Emails/Letters			X	X
Newsletters			X	X
Press Releases				
School Calendar			X	X
Student Handbook			X	X
ML and HS use on-line course syllabi to communicate requirements and assessment grading.				

Provide brief explanation of the process for incorporating selected strategies.

Through building and district level communication methods such as mass e-mail, phone calling, electronic report cards/SIS and the district website we effectively reach parents and community to communicate results of summative assessments.

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

We generally would only use a press release when there is information to be shared regarding state and federal regulations as they pertain to assessments and changes in assessments.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The Southern Lehigh School District does not have any schools that are rated as "struggling schools". We utilize a variety of diagnostic assessments to determine the appropriate intervention and referral services to provide to students. This system allows us to ensure that students are making adequate growth towards achieving the PA Core Standards and are able to perform at proficient levels on the state assessments. This system is delineated below:

Diagnostic, Intervention, and Referral Services

An integrated approach is utilized to perform diagnostic and intervention strategies to help each individual student succeed in the school program. Team decisions are made regarding student placement in programs such as enrichment/gifted, special education, and referral to additional support systems such as RtII, student assistance program, and community support services. ??At the High School and Middle School, the school psychologist provides many services to the students including weekly small group counseling sessions, individual counseling, consulting with families, teachers, administration, and students regarding behavioral issues. In addition, they work with outside agencies to meet the needs of the student when necessary, along with testing and evaluation as needed. They are members of the Student Assistance Program (SAP) team.

At the Middle School, there is one counselor who works with the students, staff, and parents in various ways. Students receive services through individual counseling, groups and classroom lessons focusing on issues such as: conflict resolution, bullying, family problems, social skills, study skills and anything else which may interfere with academic success. The Middle School counselor also serves on the SAP and IST teams and provide resources for outside services.

There are three counselors who work with students and staff in various ways at the High School level. They work with students by helping them choose their appropriate career path and make sure that each student has chosen appropriate courses in order to help them achieve their goal. The counselors are also instrumental in collaborating with outside agencies that assist our students during difficult situations. Counselors are assigned students alphabetically by the first letter of the student's last name. Thus, the counselor works with a particular student the entire four years at the high school. This helps the counselor, student, and the student's family create a collaborative working relationship for the student's high school years.

There is also a behavior specialist at the high school who is assigned to the Emotional Support Classroom. That behavior specialist is an integral member of the SAP team as well as works with the school counselors, school psychologist, school resource officer, and administration to support students.

At the High School level, the testing program, scholarship aid, individual counseling, job placement, follow-up studies and personal or social adjustment are among the many aspects of the counseling program. Each month the counselors work with students in grades 9 — 12 to discuss orientation, school involvement, course selection, schedule changes, and graduation credit monitoring. In addition, they offer assistance with PSAT, SAT, dual enrollment opportunities, post high school plans, the college application process, financial aid, and Governor School opportunities. The counselors offer evening presentations for parents regarding college planning, financial aid, transitions, IEP and 504 meetings. The counselors spend time individually with students to counsel them as needed. ??

The Instructional Support Team (IST) is a pre-referral intervention mechanism that is currently in place in grades K through 6. The District employs three full-time IST teachers and one half-time teacher to support at-risk students at the K - 6 levels. The IST assists classroom teachers and parents with helping students who are experiencing academic, behavioral, or social skill problems. A team trained in providing interventions works together to find ways to help the at-risk student achieve success in school prior to making a referral for special education placement consideration. The core of the IST process is the belief that all students can learn and that all students are important. Parental involvement in the IST process is viewed as critical to the success of the intervention plan. Parents are strongly encouraged to attend and participate in all phases of the IST process.

The Southern Lehigh School District is currently using the Response-to-Instruction and Intervention model (RtII), a comprehensive, multi-tiered intervention strategy to enable early identification and intervention for students at academic or behavioral risk, as an alternative eligibility model for special education services in the Reauthorization of IDEA 2004 or IDEA. RtII encourages districts to provide well-designed, proactive interventions for students with needs through data based models and systematic, research based instructional opportunities. This model differs from the traditional disparity model in several ways, but most importantly has the potential to benefit students at earlier stages of needs and often can remediate skill difficulties successfully without unnecessary special education identification or development of more significant learning problems.

The Southern Lehigh School District Administrative team was trained by Doug Reeve's Leadership and Learning Center to utilize their Leadership Performance Matrix and their Data Improvement Plan model. This plan utilizes both a personal growth plan and a Building or Department growth plan model to ensure continual growth across the district. Building or Department growth plans must have goals that are directly linked to student achievement and focus on data analysis. Administrators are evaluated in part on their progress with their building/department goals.

Programs, Strategies and Actions

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

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

We currently do not have School Wide Positive Behavior programs at the Middle and High School levels. We are exploring the idea of moving that training forward to those levels. We currently have one School Resource Officer who is located on our main campus. The main campus encompasses grades 4 - 12. The SRO is available to travel to any of our K - 3 buildings if needed.

Identifying and Programming for Gifted Students

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

Identification

The process that the Southern Lehigh School District utilizes to identify gifted students includes both a referral and screening process that is followed by further testing to determine eligibility. When a teacher believes that a student is gifted they contact school psychologist in their building. The school psychologist will then meet with the school's Instructional Support Team and grade level teachers to discuss the referral. The school psychologist will then contact the parent to get discuss the screening process and get permission to screen. If permission is granted, the teacher will give the GATES and return it to the school psychologist. The school psychologist will then administer the SAGES to the students. Results of both the GATES and SAGES, as well as any additional standardized test scores are reviewed. If scores are at the 75%ile or higher on district screening criteria the school psychologist will contact the parent for further testing. If permission is granted the

school psychologist will give the teacher an additional document asking for more curriculum and performance information. The Wechsler Intelligence Test will be administered by the school psychologist and those results combined with the other information will be compiled into the Gifted Written Report. When a parent requests gifted we immediately start the screening and evaluation process named above.

The Southern Lehigh School District follows Chapter 16 guidelines for determining eligibility for gifted services.

Delivery of Services

:

K – 3: Pullout and push-in facilitating differentiation as need for academic strengths.

4 -5: pull out that is differentiated for academic strengths.

6th: students come together for their communication block and receive instruction based on academic strengths. In the area of mathematics this grade begins our regular education differentiation by ability so that all students are instructed in the mathematics at their assessed level.

7-8: Students come together in their communication block and receive instruction based on academic strengths. In 8th grade the teacher of the gifted pushes into Science to enrich as needed.

9 – 12: Honors and AP courses are offered as part of the regular education program and so students needs in these areas are met through these offerings. In addition students can choose from 6 Gifted Seminar courses over the 4 years of high school. Dual enrollment opportunities are also available.

Curriculum and Instruction:

K – 3:

4 – 6:

7 – 8:

9 – 12: In addition to the Honors, AP and Dual Enrollment opportunities we also offer Gifted Seminars.

The Gifted Seminars, 1A/B, 2 A/B, 3 A/B, do not have to be taken in order. Students may take each section one time throughout their high school career. Gifted Seminar is a half-year elective open to student identified as gifted learners with a GIEP. In this course, emphasis is placed on activities to explore creativity and originality, independent project

development and completion based on student interest, and discussion and problem solving geared toward the development of higher level thinking skills.

Social Issues: Past and Present

The emphasis of this course will be to develop sophistication in problem solving as it relates to past and current social issues on a local, national, and international scale. Students will distinguish a variety of social problems effecting modern man, analyze how and why social problems occur in a given society, and formulate solutions to present day social problems.

Media in Society

The emphasis of this course will be to develop an understanding of the role that media plays in advanced technological society. Students will evaluate how the news media affects public opinion, examine how media extends and reduces the vastness of our world, and compare and contrast a variety of print and visual news media.

Philosophy

The emphasis of this course will be to develop an understanding of the role of the philosopher as he reflects the moral issues of his time. Students will comprehend philosophic questions, evaluate divergent views, challenge particular basis, and analyze how political and societal events influence a particular thinker.

Cultural Arts

The emphasis of this course will be to develop an understanding of how a specific culture is established and maintained over a given period of time. Students will analyze how geography and the physical environment effect the development of a culture. Students will participate in collective decision-making in creating a simulated culture of the present using the components that structure a culture.

Leadership

The emphasis of this course will be to develop leadership characteristics through creative problem solving of real world dilemmas. Students will examine the various roles that different leaders have played in history and how different personality traits affect communities, the nation and the world. Students will identify individual differences as they affect various members of society and how the present affects the future.

Asian Studies

The emphasis of this course is to gain knowledge on the culture and history of over half the world's population. Students will examine the geography, governments, religions, and cultures throughout all of Asia. Students will comprehend how the interactions of different intellectual trends affect one another. Students will examine how these rapidly growing countries have/will play a prominent role in the future.

Professional Development: District Initiatives, attendance at annual PAGE conference and differentiated PD based on teacher needs, district gifted council meetings.

Parent and Community Involvement: Game night K – 8, Local PAGE affiliate – teachers attend, open house, website, email

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII	X	X	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Services as described above are provided as necessary and developmentally appropriate at each building.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

Services as described above are provided as necessary and developmentally appropriate at each building.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

Services as described above are provided as necessary and developmentally appropriate at each building.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

The Southern Lehigh School District has adopted the Reeves Data Team model. This model has grade levels/departments meeting in data teams to discuss student achievement on a monthly basis. These meetings include data analysis that allows for teachers to modify their instructional practices to meet the needs of all students. These data teams include classroom teachers, intervention teachers, special education teachers, building level administrators and other school personnel as appropriate to the discussion.

Community Coordination

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

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

The Southern Lehigh School District

Preschool Agency Coordination

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

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

The Southern Lehigh School District utilizes CLIU 21 services through Project Connect to provide support to students with disabilities in pre-school programs. We coordinate with CLIU 21 for transition purposes.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Teams comprised of curriculum/special education directors, technology, building administrators and department chairs work together to identify and implement programs of study that provide materials that meet the needs of all learners.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Teams comprised of curriculum/special education directors, technology, building administrators and department chairs work together to identify and implement programs of study that provide materials that meet the needs of all learners.

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

This narrative is empty.

SAS Incorporation**Elementary Education-Primary Level**

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
Common Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler; Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
Common Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered

Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
Common Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and	Not answered

Technical Subjects	
Common Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

This narrative is empty.

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's	X	X	X	X

academic standards.				
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision-making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

The Southern Lehigh School District provides a variety of professional development activities. Some address district-wide initiatives in which all teachers and administrators participate. Some of this time may be used for state mandates (such as child abuse training or educator effectiveness training). Others are self-selected or supervisor assigned, based upon differentiated needs of individuals. All approved professional development for teachers are reviewed for rigor and application to content, classroom strategies, instruction, assessment and data analysis, differentiation of instruction to meet individual student needs regardless of ability but including gifted and learning supports, and parent/community partnerships. Often, administrators participate in professional development along side their teaching staff. In addition, approved administrative activities are reviewed for alignment and application of the items that impact teachers in the classroom, with an emphasis on leading the organization toward excellence in all we do.

The Board of Directors, working with the superintendent, sets direction and specific annual goals for the District based upon the comprehensive plan. In turn, each building and district department creates an annual plan that outlines **Goals for Growth, Improvement, and Enhancement** based on the annual goals. Professional development focus is aligned to these goals. While the topics many vary from year to year, the focus has been related to improving student achievement and alignment of curriculum to the Pennsylvania academic standards, data informed decision-making, differentiation of instruction and response to intervention and instruction, 21st century skills including the 4 C's (Communication, Collaboration, Creativity and Critical Thinking), technology integration, problem-based learning, global understanding and education, leadership at all levels, specific content and topics related to content and instruction, research-based effective classroom strategies, and increasing rigor, relevance and relationships.

The Act 48 Committee surveys all professional staff annually in order to gauge interest and need in specific topics related to District goals. Based upon that needs assessment, both internal and external experts are identified to deliver professional development. The Curriculum Department, working with teacher subject area leaders, plans in-service professional development days. Hands-on application of learning through job-embedded activities has become more routine than in the past. Teachers working in grade-level or content-area collaborative teams to apply new learning, strategies, or techniques are common. In addition to the scheduled in-service time, each teacher is required to complete 18 additional hours annually. This time allows teachers to select additional professional

development activities most applicable to their individual needs. Supervisors work with professional staff to identify these needs as part of the supervision/evaluation model and to approve activities selected.

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

N/A

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

All buildings within the district have data teams and teachers work in grade level and content teams to share results and best practices. Teachers are involved in setting their own growth goals and in identifying areas for additional professional development as part of their annual goals and the evaluation process. Principals observe teachers in a variety of ways including comprehensive classroom observations and walkthroughs. They review student assessment data with teachers and collaborate on professional development needs. All professional development activities are planned to align with district goals, identify how teachers will implement and be held accountable for implementation of content or skills learned, and how activities will be evaluated. Differentiated individual professional development activities are approved by and coordinated with supervisors so that ongoing support can be provided. Supervisors evaluate changes in professional practice and review student assessments that are linked to completed professional development activities. Each participant evaluates activities through an electronic questionnaire to provide feedback.

The presenter, administrators, and Act 48 committee members review this for continuous improvement. District-wide professional development is planned collaboratively with teacher subject area leaders and administrators. Administrators participate in these activities during in-service days. Any outside vendors or consultants used are researched with references from other schools reviewed. Due to budgetary constraints, vendor and consultants used for professional development are limited. Educators also participate in state or national level conferences or workshops providing targeted professional development. Other activities are provided by our Intermediate Unit or through the PDE SAS site. Administrators and teachers often attend these types of activities together.

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

N/A

Induction Program

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

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

The overarching goal of the Induction Program in Southern Lehigh School District is to provide our first-year and new teachers with relevant support to insure their smooth transition into the profession and district organization so that they may positively impact on student learning. Using a mentor-inductee approach, new teachers are assisted in their

education and exposure to prime areas of teaching and workplace protocols by experienced collegial partners.

Organization of the Induction Program provides for:

- a guided and structured initial professional experience
- systematic support for the inductee by experienced faculty and administrators
- professional education seminars targeted at increasing inductee knowledge and skills
- foundational learning that encourages continued professional growth
- differentiated learning options for those with significant professional practice experience

Orientation in the Induction Program provides employees new to Southern Lehigh School District with introduction to:

- The District Strategic Plan including the mission, vision, values and goals
- District schools
- District and building policies, procedures, and resources
- The community

Professional Seminar Series: New employees will participate in a yearlong series of seminars that focus on:

- PA Academic Standards and Assessment Anchors
- PA SAS website
- District curriculum
- Instructional “best practices”
- Understanding the diverse needs of students and using effective instructional delivery methods that incorporate differentiated learning opportunities (including Special Education and English as a Second Language)
- Student assessment
- Building professional learning communities — sharing and reflection
- Cultivating collegial relationships

- Developing understanding of the district/building culture and climates
- Using and analyzing data to inform instruction
- Managing the classroom and building positive relationships
- Technology resources for professional use, instructional integration, and operational efficiencies
- Supervision of instruction and use of the Charlotte Danielson model, *A Framework for Teaching*, for professional growth purposes
- The Rigor - Relevance Framework
- Annual mandated trainings as appropriate

Code of Professional Practice:

The Code of Professional Practice and Conduct for Educators sets forth rules of conduct to which professional educators are legally bound. New employees will be informed of the code and provided with a copy of the code.

The Southern Lehigh Induction program lasts for at least one full year.

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

All strategies were selected.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

Assessment Processes for Induction

Central Office Administrators, working with the building Principals, maintain oversight responsibility to affirm that all components of the Induction Plan are met. All teachers who are new to the teaching profession and teachers who are new to Southern Lehigh will participate in the Induction process and will complete needs assessment surveys — the *Induction Needs Assessment* and the *Act 48 Survey in addition to providing a reflection tool at the end of induction*. — as a means to collect data from new employees and help guide appropriate induction activities and programming. A post-induction evaluation tool will be used to gain feedback from new employees on the helpfulness of the Induction Program.

The Induction Coordinators will also develop a yearly calendar to accomplish all the items listed in the Induction Program and to insure the goals of the Induction Plan are met. The Induction Coordinators will meet annually with the Act 48 Committee to assess the effectiveness of the Induction Plan, monitor the data collected from new employees, and make adjustments to the Induction Plan as necessary.

On-going assessment will occur through the following:

- Induction Needs Assessment Survey
- Annual District Act 48 Assessment Survey
- Induction Log of topics for new employees that is submitted to the building administrator and Central Office Administrator in charge of Induction
- Information from employment interview by the building Principal or Supervisor
- Areas of need identified through classroom observation by the building Principal
- Post Induction Reflection Tool

During the school year, the new employee, the mentor, and the building Principal or Supervisor will monitor information collected through the log and needs assessments. The mentor and building level administrator is responsible for reviewing the inductees' lesson plans, observe lesson plans, review the data plan process and train them in our data

analysis procedures. Opportunities for reflective discussion will be used to support the growth of new employees. At the conclusion of the Induction program, the growth of the new employee will be analyzed with the mentor, building principal and/or supervisor to determine if there is a need for additional training or mentoring. It should be noted that consideration will also be given to continuing the relationship between a mentor and new employee beyond the scope of one year to build individual professional capacity and/or to build grade level/department capacity.

Additional Resources and Support

Southern Lehigh School District is committed to support the training, orientation, and professional development of new employees with all appropriate personnel and fiscal resources. In addition to an assigned mentor, leadership and guidance may come by way of the principal and various support personnel. These may include:

- Curriculum and Technology leaders
- Subject Area Leaders
- Peer teachers
- Instructional Technology Coaches and Facilitators
- Guidance service and school psychologist personnel
- Librarians
- Health services personnel
- Reading specialist and instructional support teachers
- Special subject teachers
- Special education teachers
- Clerical personnel

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

All strategies were selected.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.

- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Mentor Selection

The Southern Lehigh School District believes that a mentor can provide substantial support for a new employee in the areas of skill development, job coaching, resource location/ selection/ requisition, communication, procedural explanations, and general information.

All new employees will have a mentor who is considered to be competent and knowledgeable in their department or building. Mentors will be selected by the building Principal or Supervisor for each new employee and receive training prior to their first mentoring position.

Mentors will be selected based on the following criteria:

1. Demonstrate qualities that are consistent with quality teaching and/or quality job performance
2. Subject matter, grade level, or job function compatibility and knowledge of state initiatives and district policies
3. Experience level
4. Certification compatibility
5. Ability to meet with the inductee on a regular basis

If a mentor resigns a new mentor will be provided. Should a new employee's job responsibilities require the need for multiple mentors, building Principals and Supervisors will take this into consideration for assignment of mentors.

Mentors will be paid per District policy, will be required to complete mentor training, and will be expected to provide support to benefit and aide the new employee through the completion of all activities and topics as outlined in the Induction Log.

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

All strategies were selected.

Induction Program Timeline

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

If necessary, provide further explanation.

NEW TEACHER INDUCTION PLAN - TIMELINE

SEPTEMBER

New Teacher Orientation including:

- Orientation to the Induction Process
- District-wide Building Orientations
- Support Services
- Special Education
- Instructional Process
- Instructional Technology/Media
- Current Research
- Business Office/Human Resources Matters
 - Right to Know
 - What's in Your Paycheck?
 - Compensation
 - Policies: Harassment, EEO, 403B, Counseling Support and others
 - Annual Open Enrollment for Health Care and Section 125 Planning
- Introduction to Curriculum and Instruction Process

- Understanding of Professional Code of Ethic
- The equivalent of two staff development days with programs including:
- Goals and mission of the school and district
- Current trends, practices, policy changes
- Familiarity with District curriculum
- Meetings with Principal, subject area leaders, and mentors
- Meetings with guidance, special services personnel as needed
- Human resources background knowledge
- Prepare initial plans for instruction
- Meetings with mentors
- Sign up for Intermediate Unit/District-wide Academy staff development courses as appropriate
- Register for college courses as appropriate and submit graduate study request forms

OCTOBER

- Training continues through faculty meetings and meetings with Principal, mentors, or volunteer teachers as appropriate
- Consider and submit requests for individual professional development conferences
- Attend two days of staff development as part of the District Professional Development Plan
- Classroom observation by administration/ conference to assess induction progress
 - Meetings with mentors, team leader or subject area leaders prior to end of first grading period
 - Induction follow-up meeting (2 hours + 1 hour of application of new learning) -- Curriculum/ PA Common Core topics

NOVEMBER

- Training continues through faculty meetings and meetings with Principal, mentors, or volunteer teachers as appropriate

- Assess needs and develop a teacher budget for instruction
- Prepare first report card grades and/or conference reports
- First Aid training (for those who are not currently certified in First Aid and CPR)

DECEMBER

- Training continues through faculty meetings and meetings with Principal, mentors, or volunteer teachers as appropriate
- Continue the budget process, discuss with Principal, subject area leaders, and establish priorities
 - Induction follow-up meeting (2 hours + 1 hour application of new learning)
Dealing with difficult parents/understanding cultural differences

JANUARY

- Training continues through faculty meetings and meetings with Principal, mentors, or volunteer teachers as appropriate
- Induction follow-up meeting (2 hours + 1 hour of application of new learning)-
Diverse Learners; Special and Gifted Education
- Registration for Carbon Lehigh Intermediate Unit continuing education courses
- Registration for college level courses as appropriate

FEBRUARY

- Training continues through faculty meetings and meetings with Principal, mentors, or volunteer teachers as appropriate

MARCH

- Training continues through faculty meetings and meetings with Principal, mentors, or volunteer teachers as appropriate
- Faculty and/or departmental meetings continue
- Spring conference attendance where appropriate
- Classroom observation by administrator. Conference to assess induction progress
- One day in-service on staff development/curriculum activities

APRIL

- Training continues through faculty meetings and meetings with Principal, mentors, or volunteer teachers as appropriate
- Faculty and/or departmental meetings continue
- Spring conference attendance where appropriate

MAY

- Training continues through faculty meetings and meetings with Principal, mentors, or volunteer teachers as appropriate
- Faculty and/or departmental meetings continue
- End of year closing activities information reviewed

JUNE

- End of year activities reviewed
- Summer course selection plans for Academy participation and IU in-service developed

In addition to these activities there are after-hours professional development topics given to inductees in the equivalence of 3 days. While these activities vary based on the area of certification they include such topics as: web-site development, lesson planning, district writing initiatives, PA Core standards alignment, assessment strategies, problem/inquiry based learning, utilizing technology as a teaching and learning tool.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Evaluation and Monitoring

The following documentation, evaluation, and monitoring events will occur to insure the new employee is meeting with success.

New Employees

- Induction Needs Assessment

- Annual Professional Goal Setting
- Induction Log
- Mid Year Reflection Activity Report
- End Year Reflection Activity Report
- PDE 82-1
- Building principal or supervisor review
- Post Induction Evaluation

The Building Principal, Supervisor, and District Induction Coordinators will be responsible for reviewing this documentation in order to gauge the effectiveness of the Induction Program and make changes as necessary for future new employees.

Recording Process

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

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

Special Education

Special Education Students

Total students identified: **364**

Identification Method

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

The Southern Lehigh School District routinely conducts screening activities at varying grade levels to identify the educational needs of its students. There are several indicators that may signal the need for a student to be screened. Students who are thought to be exceptional are referred for a multidisciplinary evaluation (MDE). Students may be referred by the Child Study Team (CST), by the Instructional Support Teams (IST), through the RtII process, or by written parental request. The initial evaluation may include, but is not limited to, the following assessments as determined by the school psychologist: academic assessments, rates of acquisition and retention, classroom observations, adaptive behavior checklists, behavior rating scales, standardized test scores, medical examinations, neurological evaluations, speech and language assessments, etc. The district primarily utilizes the discrepancy model in identifying students with specific learning disabilities. While the district has in place a Response to Instruction and Intervention framework (RtII) it is utilized to identify and support students who are in need of additional instruction and/or intervention. If a student continues to need remediation/intervention and moves up the tiers of the RtII model, the parents are contacted to discuss the need for an evaluation; a parent meeting is held to review the data and a Permission to Evaluate (PTE), parent input form, and Procedural Safeguards Notice are then provided to the parent for consideration. Upon approval by the parent, testing is conducted using the discrepancy model, and a draft evaluation report is generated. If the PTE is not received within two weeks, the school psychologist will send a second notice. A third notice, if necessary, will be sent by registered mail. All K-6 buildings utilize the RtII framework in supporting students for remediation and intervention coupled with the discrepancy model for identification purposes. The discrepancy model is solely implemented at the secondary level (grades 7-12). Lastly, we use the discrepancy model for those parents who are residents of our district but whose children attend private schools. If a parent of a student who attends a private school requests an evaluation to determine if their child has a specific learning disability, we will utilize the discrepancy model for identification purposes.

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>

Southern Lehigh SD Enrollment (School Age)

Source: SPP Data Special Education Data Report

December 1, 2011 Child Count

	LEA	State

Total Enrollment	3,099	1,765,367
Total Special Education Enrollment	364	268,466
Percent Special Education	11.7%	15.2%
Percent of Special Education Enrollment by Disability		
Autism	4.9%	7.9%
Deaf-Blindness	---	0.0%
Emotional Disturbance	5.8%	8.6%
Hearing Impairment including Deafness	---	1.0%
Multiple Disabilities	---	1.1%
Orthopedic Impairment	---	0.3%
Other Health Impairment	12.4%	10.1%
Specific Learning Disability	48.4%	46.9%
Speech or Language Impairment	22.0%	16.2%
Traumatic Brain Injury	---	0.3%
Visual Impairment including Blindness	---	0.4%

Description of the district's plans to address the following areas of significant disproportionalities include:

Based on the above data, the Southern Lehigh School District has two areas of disproportionality in the categories of Other Health Impairment (OHI) and Speech or Language Impairment (OHI). It must be noted that the State recognizes significant disproportionality as any category over 10%. Based on that determination, the OHI category is 12.4 % (State at 10.1%) and Speech or Language Impairment is 22% (State at 16.2%). In review of the data, our speech and language needs have risen steadily since the 2002-2003 school year. In the 2002-2003 school year, there were 49 students being serviced for

speech and language, while in the 2013-2014 school year 93 students are receiving these services. We have seen an uptick in the services being needed within the last three years as we have had an average of 81 students with disabilities receive speech or language services in our district. In part, the district has also experienced an increase in the number of students transitioning to school age programs from early intervention programs where we reached an all-time high of 23 students transitioning to school-age programs in the 2013-2014 school year.

With regards to students receiving services under the Other Health Impairment (OHI) disability category, we have also observed a positive trend with this category as well. While in the 2001-2002 school year, 13 students were receiving special education services under OHI. Today, 45 students are receiving such services. In the last seven years, we have serviced over 30 students in this category. During the past three years, this number has risen to around 40 students. Some possible explanations for this increase is due to the following factors: 1) an increase in students with ADD and ADHD, 2) an increase in students with medical conditions (e.g., brain tumors) in the need for educational services and support, 3) an increase in students having a PDD/NOS diagnosis but not identified as autistic, and 4) parents wanting special education services, but not under the autism label as they feel the autistic label is stigmatizing and prefer to have an OHI label instead. With regards to the last point, and despite all of our best efforts, we want the students to receive the educational supports and services that he/she needs, so, if a parent's decision for such services is hinged on the "label", then the OHI label may be identified as the primary disability area.

District's Plan to Address the Speech and Language Discrepancy:

In working with the district's speech and language teachers, the following plan is being put into place:

1. The speech and language teachers will review their current caseload to determine students that are identified as needing "monitoring only" and either continue to provide speech and language on a consultative basis or dismiss the student from speech and language services, and/or
2. Speech and language teachers will participate in additional training opportunities in identifying students with speech and language disorders.

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?

Facility Name:

Mount Trexler Manor

Provider of Educational Services:

Southern Lehigh School District

Number of Students Receiving Services as of December 1st:

0

The Southern Lehigh School District is in constant communication with Mount Trexler Manor's (MTM) educational services point of contact. When a student of school age is placed at MTM, the facility enrolls the student in our schools to receive educational services. An IEP team meeting is held with the parent participating over the phone or in person. The existing IEP is reviewed and a transitional IEP is generated. The district, along with the parent, student, and MTM educational staff review the educational supports and services in the current IEP and try to match those supports in our buildings to ensure that the student is receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE). Often the students are receiving their educational supports in the general education setting more often than what their previous IEP indicated. This transitional IEP will be in place for 45 calendar days to get to know the student and/or complete additional testing, if necessary. If determined that additional testing is needed, a Permission to Re-Evaluate, parent input, and Procedural Safeguards Notice are provided to the parent. Once testing is completed, a draft reevaluation report is generated and reviewed with the entire IEP team. A new IEP is developed either at the reevaluation review meeting, with parent permission, or within 30 calendar days of the reevaluation report. As we have a strong working relationship with MTM, the district has not encountered any problems or barriers which has limited our ability to meet our obligations under Section 1306 of the Public School Code.

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).

Southern Lehigh School District does not have a facility for incarcerated students within our boundaries. With that being said, the Southern Lehigh School District works collaboratively with the Upper Saucon Police Department as well as the Juvenile Probation Department. Since the 2007-2008 school year, a School Resource Officer (SRO) was placed into our high school in collaboration between the school district and the Upper Saucon Police Department. This has been a very positive move for our school community. The officer is viewed by the students and staff as a positive person in our high school. His presence has been instrumental in creating a more positive climate in the high school.

Communication is ongoing regarding students in the Southern Lehigh School District who might be involved in illegal activity and subsequently incarcerated. If the student is placed in Lehigh County Detention Center located in Allentown, the district is in contact with CLIU who provides educational services there. While the student is placed in the detention center, education is provided there by CLIU personnel. This occurs whether the student is an identified or non-

identified special education student. If the student is an identified special education student, then special education records are shared with the CLIU in order for the CLIU to provide appropriate educational services to that student while he/she is in the detention center.

If a student is placed in a juvenile correctional residential facility, the district does work with that facility to make sure that it receives all of the student's current IEP paperwork. The district then continues to work with the facility to create a smooth transition back to Southern Lehigh when the student is ready to be released back home and to the district.

The district is also in contact with Allentown School District, the provider of educational services at the Lehigh County Prison in Allentown, PA. If a student is incarcerated, the district works with the Allentown School District to determine if the student qualifies for special education services. This may be as simple as sharing records with the Allentown School District if the student is already an identified special education student. If it is determined that an evaluation or reevaluation is necessary, the appropriate paperwork is completed and the evaluation occurs. If a student is found to be eligible for special education services, a free appropriate public education (FAPE) is offered to that student. Allentown School District provides the services to the incarcerated youth. We share information and discuss what the educational program would be for that student. If the student does complete a high school program, either based on credits or IEP goals, a diploma is then issued from our district.

Least Restrictive Environment

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

Southern Lehigh School District is committed to providing educational supports and programs for students with disabilities in the most appropriate inclusive setting that facilitates meaningful participation in the general education classroom setting. Sixty-seven percent of our students with disabilities receive their education with non-disabled peers. The removal of a student from the general education environment occurs only when the education in that setting, with supplementary aids and services, cannot be satisfactorily achieved. When a student's instructional level is far below grade level, specific reading, writing and mathematics interventions are selected based on the specific needs of the student and his/her current instructional level. The IEP team determines where that instruction will take place. It is important to note that all IEP

teams have been trained to consider the general education setting with supports and services as the first consideration. This is further articulated in the special education procedures manual. Placement for a student with disabilities is only determined at the end of an IEP meeting. Regardless of a student's current placement, when designing a new annual IEP, the IEP team reviews the student's data and specially designed instruction carefully and discusses additional inclusionary opportunities for the student. Additional staffing, if needed to support a student, can always be considered.

The district is utilizing evidence-based models and replicating successful programs in its own district operated programs and its continuum of services available to district students. Centered on research based programs and training modules in supporting students with complex needs provided by PaTTAN, three students with complex needs have been included in their home school's educational programming and receive their supports in the general education classroom setting and two other students with complex needs have increased their inclusionary time in the general education classroom settings. Rather than bringing back entire programs, the district is reviewing each student's IEP and discussing opportunities to return to their home district. Additionally, the district encourages staff to be trained on best reading, writing, and math teaching and intervention practices. Two staff viewed the vocabulary instruction training from PaTTAN to infuse that teaching practice into their science classrooms. These trainings are also available on the special education department website. Other staff has been trained in Read Naturally as well as other Orton-Gillingham approaches. In addition, many general education and special education teachers and professional staff have been trained in CPI (de-escalation and restraint training) so that students with behavioral needs can continue to receive their education programming, supports, and services in the general education setting rather than being removed to more restrictive placement settings. Furthermore, the district utilizes the Training and Consultive staff from the CLIU, PaTTAN trainings, conferences on specific topics, and videoconferences to educate staff in a variety of specialized topics to enhance the continuum of services. This year district staff has attended many different trainings and conferences which have been aligned to our previous special education plan.

Some of the topics include: Seeing Stars by Lindamood-Bell, PASA webinar trainings, Strengthening the Core for Special Education, Lehigh Valley Writing Project, School-wide Positive Behavior Support, CPI- de-escalation and restraint training, Discovery- Common Core trainings, and Response to Instruction and Intervention trainings. Both special education and general education teachers attend the conferences, as do the instructional assistants, if appropriate. The district operates programs for students who need both learning support and emotional support. Even though the name of the program may be a learning support program, the students supported within that program range from students who have been identified with specific learning disabilities to students who have been identified with Autism (Asperger's Syndrome, PDD), intellectual disability (ID), etc. Every special education class is composed of students requiring varying levels of support and individualized amounts of time in the special education classroom. As the student moves from grade to grade and academic demands may increase or decrease, the IEP team determines whether the actual time in a special education classroom needs to change based on the supplementary aids and services that may be provided, or considered, and the needs of the student. In order to meet our Least Restrictive Environment (LRE) goals, many of our students are educated in co-taught classes. This allows many of our students with disabilities to benefit from the strengths of both the general and special education teacher. The general education teacher is the expert in knowing the content of the curriculum; the special education teacher is the expert in modifications and adaptations to the curriculum. All students, whether identified or not identified, benefit from the co-taught setting.

The IEP teams determine the different types of supplementary aids and services that are needed in order to support students with disabilities in the general education setting. The district uses such services as 1:1 instructional aides, 1:1 nursing services, bus monitors, and assistive technology in the form of Kurzweil, Inspiration, Dragon Naturally Speaking, various communication devices, and I-Pads. The District also trains teams of teachers and staff to work with low incidence students so that those students can be successful in the general education setting. The district may work with CLIU staff, attend PaTTAN trainings, work with outside consultants, or attend conferences in order to educate them on the latest techniques. Trainings in the areas of autism spectrum disorders, co-teaching, Moebeus Syndrome, use of assistive technology (specifically Kurzweil, I-pads, laptops, and Clicker 5) have all been used in order to give our staff the skills they need in order to work with all of our students.

When the IEP team determines that it can no longer support a student with disabilities in the least restrictive setting successfully, even with additional supplementary aides supports and services, then the IEP team makes a recommendation for more restrictive programming. Parents are an integral part of the IEP team and are included in the decision making process. If needed, once a student is placed in a more restrictive setting, the goal is always to return to his/her home school. There are some students, for whatever reason, who do choose to remain in the more restrictive setting even when the IEP team recommends that they return to their home school. Only 2% of Southern Lehigh students with disabilities are in settings that are not public school settings. All of the above practices have been reflective in our data. While in the 2011-2012 school year, 59.3% of students with disabilities were included 80% or more of the school day in the general education setting (below the state target) and 5.2% of students with disabilities were included less than 40% of the day in the general education setting. During the 2012-2013 school year, 61.5 % of our students with disabilities were included 80% or more in the general education setting (at state target) and 3.7% of our students with less than 40% in general education setting were included. The data for students placed out of our district is at 15 students for the 12-13 school year. These students are only placed in these settings based on all the indicators mentioned above. Four students are in a high school life skills program, and due to their age and closeness to aging out, do not want to return back to their district. Our data for special education students in other settings is well below the State SPP target. We have made strides in all areas and are proud of our accomplishments.

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.

The Southern Lehigh School District believes in the importance of supporting students with disabilities using Positive Behavior Support (PBS) techniques for the development, change, and maintenance of behaviors that are designed to be the least intrusive to the student. The

Southern Lehigh School District will use Positive Behavior Support (PBS) techniques in accordance with 22 Pa. Code Chapter 14, Special Education Services and Programs, including the training of personnel for the use of specific procedures, methods, and techniques. Additionally, this policy is designed to enable students with Individualized Education Programs (IEP's) who need a Positive Behavior Support (PBS) Plan to obtain a Free Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities Education Act (IDEA) and the accompanying Pennsylvania Regulations (Chapter 14).

The Superintendent and/or his/her designees are authorized to carry out the requirements of this policy and are responsible for ensuring that this policy is implemented in compliance with the IDEA and its implementing regulations. The Superintendent and/or his/her designees shall develop administrative guidelines to implement this policy and appropriate behaviors support activities including the training of personnel for the use of specific procedures, methods, and techniques.

The following terms, when used in this section, have the following meanings unless the context clearly indicates otherwise:

1. Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.
2. Behavior support - the development, change, and maintenance of selected behaviors through the systematic application of positive behavior change techniques.
3. Positive behavior support plan - a plan for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual eligible young child or student's IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.
4. Positive techniques - methods utilizing positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements, as a reward for good behaviors to specific tangible rewards.
5. Restraints - devices and techniques designed and used to control acute or episodic aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions. The term includes physical and mechanical restraints.
 - a. Restraints to control acute or episodic aggressive behaviors or self- injurious behavior may be used only when the students is acting in a manner as to be a clear and present danger to himself/herself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

- i. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting for the IEP team to review the current IEP for appropriateness and effectiveness.
- ii. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.
- iii. SLSD staff shall maintain and report data on the use of restraints as required by the Secretary of the Pennsylvania Department of Education or other proper authority.
- b. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only with specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring himself/herself or others or promote normative body positioning and physical functioning.
- c. The following does not constitute restraint:
 - i. The term does not include briefly holding, without force, a student or eligible young child to calm or comfort him, guiding a student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort her from one area to another.
 - ii. The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's or eligible young child's parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition, and governed by subsection (d).

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

1. Corporal punishment
2. Punishment for a manifestation of a student's disabilities
3. Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit
4. Noxious substances
5. Deprivation of basic rights, such as withholding meals, water, or fresh air
6. Suspension constituting a pattern under 22 Pa. Code 14.143(a)

7. Treatment of a demeaning nature
8. Electric shock
9. Use of prone restraint as defined in 22 Pa. Code 14.133(c)(3)

The use of restraints can be used only in a student's IEP when:

1. That parental consent is obtained prior to the use of restraints or intrusive procedures when included in a student's IEP as reflected in 22 Pa. Code Chapter 14.133(f).
2. The type of restraint, frequency, and duration of the restraint is clearly written in a student's IEP.
3. The staff is properly trained on the use and implementation of the restraint technique.
4. The parent/guardian/surrogate is notified immediately, by telephone no later than the end of that school day, as well as via written notification through the "Invitation to Participate in an IEP Team Meeting Due to a Restraint" stating that a meeting is to be convened within ten (10) school days unless a written waiver is provided by the parents/guardian/surrogate.
5. The student with an IEP has a positive behavior support plan that also includes positive approaches to addressing the behaviors of concern (e.g., de-escalation techniques).
6. The student's IEP specifically permits the use of restraints.
7. The IEP states how the restraints will be used (with positive behavior supports and the teaching of socially acceptable behaviors) as well as a plan for eliminating the use of restraints.

Positive Behavior Support (PBS) plans should include:

1. A record of the IEP team's attempts to include parents/guardians/surrogates, via written notification to participate in the team meeting, in the development of the student's positive behavior support (PBS) plan.
2. A meeting with members of the IEP team to design a positive behavior support (PBS) plan.
3. Positive techniques, rather than negative techniques, for the development, change, and maintenance of behaviors shall be the least intrusive necessary and address the behaviors of concern.
4. A functional behavior assessment (FBA) that addressed the antecedents, behaviors of concern, consequences maintaining the behavior, and function of the behavior.
5. Research based practices and techniques used to develop the desired behaviors.

6. Replacement skills, alternative teaching strategies and consequence strategies in decreasing the behaviors of concern as well as increasing the desired behaviors should be included.
7. Interventions selected should be the least intrusive necessary.
8. Parental consent shall be obtained prior to the use of restraint or intrusive procedures.
9. Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan shall be required.

Currently, our elementary schools use school-wide positive behavior supports (SWPBS) to teach, encourage, and promote positive behavior in the common areas of the school and outside the classroom. For example, students use the "High Five" model as they work together and play together: Be responsible, Be respectful, Be kind, Be ready, Be your best! Children learn what these characteristics look like in the hall, cafeteria, and across the building. Many teachers have developed and implemented their own positive classroom behavior systems as well. A focus of the building RTI teams has been to examine and revamp their school-wide positive behavior support programs at the elementary level based on the core components of the RTI model.

On the secondary level, there are school-wide incentive programs, which focus on such topics as Getting Along with Others, Social Growth, Communication, Conflict Resolution, and Relationships with Others.

The district hired a behavior specialist for its emotional support classroom at the high school when it took over the emotional support classroom from the CLIU for the 2006-2007 school year. The behavior specialist has had a positive influence not only in the emotional support classroom, but also with the students in the learning support classroom as well. She is seen as a support by many of the identified students who are not in the emotional support classroom.

If it is determined, after numerous interventions, that a student requires an alternative program or school--whether the student is identified or non-identified, the student's parent/guardians are involved in that decision. If it is determined that a student needs an alternative program/school, the goal is always to bring that student back to his/her home school. When that student is ready to come back to his/her home school, a transition plan is created in order to ensure that the student has a successful transition back. Currently, there are 3 identified students out of 364 identified students in the district, placed by the district, who are in alternative programs. This is less than 1% of our identified student population, which is placed in alternative programs outside of our schools.

The district strives to keep students in school and is very creative when it comes to its discipline policies and identified students. When an identified student is involved in an action that calls for a suspension out of school, the administrators work with the Director of Special Education in order to determine how many days out of school the student should be suspended. Due to working collaboratively on out of school suspensions of identified students, our out of school suspension rate is very low.

Lastly, several staff have participated in school-wide positive behavior support trainings and de-escalation and restraint trainings (CPI method) through a CLIU trainer. These trainings will be occurring on a rotating basis over the next several years especially to maintain CPI certification.

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.

For the last several years, the district has been able to find educational placements for all of its students with disabilities. The district works very hard to be creative in its programming in order to meet the needs of all of its students. There have been students who have entered the district from early intervention programs over the past few years who have had significant needs in either the areas of behavior, cognitive abilities, or health issues. The school teams have worked extremely hard to provide appropriate supports in order to keep these students in general education in their home schools. The teams work in collaboration with CLIU to provide both services and training opportunities that aide in the support of these more challenging students.

The district works with different agencies in order to support students with many different needs. Those agencies include MH/MR, Children & Youth, Juvenile Probation, the Intermediate Unit and different provider agencies both within Lehigh County (e.g., KidsPeace) and outside of Lehigh County. The district works with hospitals in the area as well as outside of the area. The district, in collaboration with the agencies, has been successful over the years in finding appropriate placements for its students.

If there is a student that the district is having difficulty in finding a placement, the district will contact the appropriate agency(s) and ask for an interagency or CASSP meeting. The appropriate educational personnel, parents/guardians, and agency representatives come together to brainstorm ideas and interventions that could work in order for the student to be successful in the least restrictive environment. Sometimes it does take more than one interagency or CASSP meeting in order to find an appropriate placement depending on the need of the student. If an appropriate placement cannot be found, the student is reported as a Cordero At Risk student so that additional resources can be utilized.

Currently, the district is pursuing a partnership with the Weller Center in Easton, PA to determine if additional mental health programming is needed at the secondary level. We are hopeful that the SLSD and Weller can create a program for students dealing with depression, as based on the data from our school psychologists and school counselors, this is an area needing additional supports and services for our students. We are planning to begin an adolescent depression program in Spring 2014.

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.

Southern Lehigh School District is committed to meeting the needs of all of our students. This includes students who are identified as needing special education services and those students who do not need special education services and supports. The school district is comprised of a group of professionals who have a wide variety of experiences and talents. These professionals go above and beyond in order to meet the many different needs of our students. The willingness on the part of the professional staff to give up their time early in the morning and at the end of the day in order to work with students individually and in small groups is truly commendable. Our district is also very data-driven within the general education and special education classroom settings. We utilize progress-monitoring tools, such as Dibels/Aimsweb/PVAAS, to assist us in making instructional decisions to support the students in the classroom settings and to ensure that students are showing progress on IEP goals. Staff members are continually trained in this area to strengthen their skills in evaluating student progress.

One of the major strengths, throughout the district, is the level of inclusionary support/co-teaching practices that occur. The district supports many students who have either significant cognitive or health needs in the student's home school. The district has implemented co-teaching at the intermediate (grades 4-6), middle (grades 7-8) and high school (grades 9-12) levels in many different subjects. The district continues to provide professional development for all of its staff (teachers, instructional assistants, administrators) in order to support all students. This may be in the form of providing in-service training through the district's academy system, sending staff to different trainings that deal with specific disability categories, or bringing in consultants in order to provide support for a single student or small groups of students. At the elementary schools, there is also inclusionary support from kindergarten through third grade. This may be in the form of paraprofessional or special education teacher support in classes at different times of the day.

In addition to the co-teaching that occurs in the middle school and high school, the district supports many students who have significant cognitive or health needs in their home schools. With the use of assistive technology, adaptive programs, small group instruction, and differentiated instruction, the district staff works hard to support these students. There is much collaboration between the school teams, parents/guardians, agencies, and IU therapists in order to support these students in their home schools. It is a tribute to the dedication and creativity of the school staff that enables these students to be successful.

Another area that has been a focus over the past few years is the transitioning of our students in special education from one level to another level, i.e., elementary to the intermediate school, the intermediate school to the middle school, and middle school to high school. Meetings occur between teachers at different levels in order to discuss student's individual needs. Additionally, students and parents go to their new buildings in May (and again prior to school opening if needed) to tour the building. This allows the students to see their new building and see the faces of their new teachers. There are additional orientation days in late August where all incoming and new students meet the teachers, tour the buildings, and in some cases, get their schedules for the year. This process has been successful in easing the stress of the students and their parents when they transition to a new building. This process is also helpful for the teachers as it allows the teachers to meet incoming students so that they have some knowledge of the student's

strengths and areas of need.

At our middle school and high school, the staff there are very proud of their accomplishments in supporting students with disabilities in the areas of self-advocacy and independence. As our middle school is only for students in grades 7 and 8, the middle school teachers have a challenging job transitioning the students from the intermediate level as sixth grades and spending two years with them preparing them to meet the demands at the high school level. In order to be as successful as we are, it takes the orchestrated efforts of our middle school and high school staff to team, collaborate, and support each other to make the transition successful for our students. Additionally, the teachers, guidance counselors, and school psychologists at these levels create lessons and support groups to teach students independence and self-advocacy skills. We believe that this is one of the reasons why our students transition so well to the high school level.

In examining student needs over the past few years, the district realized that it needed to take over the Emotional Support classroom operated by CLIU in the high school. The district took over the Emotional Support classroom for the 2006-2007 school year and continues to operate that class now. This was very successful both for the students in the Emotional Support classroom, but also for students who were not in the classroom. The high school used the behavior specialist who was assigned to the Emotional Support classroom for its SAP team and with other students. The students in the Emotional Support classroom have benefited from a more rigorous curriculum that is being used in that classroom. The atmosphere of the Emotional Support classroom has created an excellent support system for our students with emotional needs.

Another area that has provided our students with many successes is the increased use of the Work Based Learning program operated by CLIU. The number of students in our district that use this program has increased dramatically over the past three years. This includes students in learning support, emotional support, and life skills support classes. In addition to the traditional Work Based Learning program, there is now a Non Traditional Work Based Learning program. This is specifically designed for those students who have significant cognitive, physical, or behavioral needs. The program is designed for students in their last year of school where the student is taken to an adult agency site one or two days per week for nine weeks at a time. The student usually is able to visit 4 different adult sites. Both the student and the adult agency get an opportunity to see if this will be a possible site for the student when he enters the adult system from the educational system. Parents/guardians are also encouraged to visit the site so they have some knowledge of the services the adult agency can provide for their child. The addition of this program has been extremely beneficial for our students with complex needs and their parents/guardians. The Work Based Learning programs that are provided to our students have helped our students transition to the world of work with much more ease than before.

The Director of Special Education also tries to communicate with the special education staff on a consistent basis. The Director of Special Education meets with each of her building's special education staff on a monthly or bimonthly basis. This also occurs with both the school psychologists as well as the speech/language teachers. These meetings allow communication to occur on a regular basis. This has been beneficial in dealing with overall district concerns as well as dealing with the concerns of specific students or specific groups of students.

Something that I am personally very pleased with, is the fact that we now have a revised Special Education Procedural Manual. This was created by the current Director of Special Education and was given to all special education teachers and administrators. When new special education teachers and administrators begin working at Southern Lehigh School District, a copy is given to them. The manual has federal, state, and district procedures in a user-friendly format. Its use has

helped to create more consistency across the district when it comes to issues in special education.

Southern Lehigh School District continues to be creative in programming for all of its students. As the district experiences growth, the needs of our students-identified and non-identified become more and more challenging. As a district, we continue to strive to make all of our students successful.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Mount Trexler Manor	Nonresident	Southern Lehigh School District	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Allentown Center- Learning and Achievement School	Special Education Centers	Emotional Support	1
Project Search	Other	Transition programming and educational supports for students with disabilities during their 21st year	2
Lehigh Learning Academy	Special Education Centers	Learning Support and Emotional Support	2
IU Life Skills- Jefferson Elementary	Neighboring School Districts	Life Skills Support	1
IU Life Skills- Emmaus High School	Neighboring School Districts	Life Skills Support	4
IU Multiple Disabilities Support- Catasauqua Middle School	Neighboring School Districts	MDS Supports	2
BCIU/Quakertown School District	Neighboring School Districts	Transition programming and educational supports for students with disabilities	1
Enhanced Autism Program	Special Education Centers	Autistic Support	1
IU Multiple Disabilities Support- Parkland High School	Neighboring School Districts	MDS Supports	1
IU Multiple Disabilities Support- Kratzer Elementary School	Neighboring School Districts	MDS Supports	1
Lehigh Learning and Achievement School	Special Education Centers	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Elementary	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 9	8	1

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Liberty Bell Elementary	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 9	10	1

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Milford Elementary	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 9	6	1

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Joseph P. Liberati Intermediate School	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 13	2	0.5
Joseph P. Liberati	An Elementary School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 13	3	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Joseph P. Liberati Intermediate School	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 13	12	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Joseph P. Liberati Intermediate School	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 12	7	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Joseph P. Liberati Intermediate School	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 12	12	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Joseph P. Liberati Intermediate School	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 13	13	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	12	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.5
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	2	0.5

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	3	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh	A Middle School	A building in which General	Itinerant	Learning	11 to	8	1

Middle School	Building	Education programs are operated		Support	14		
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Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	9	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	13	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	11	1

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

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	22	1

Justification: Justification: As students can stay in the high school until 21 to receive additional transition programming supports, this teacher case manages the students IEP's, but it is important to note, that the students are not educated together in a self-contained classroom setting.

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	10	1

Program Position #20

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	1

Program Position #21

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 20	12	1

Program Position #22

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	17	1

Program Position #23 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2014**Average square feet in regular classrooms: 660 sq. ft.**Square footage of this classroom: 851 sq. ft. (37 feet long x 23 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 21	9	0.75
Justification: This special education program supports students with complex needs in the general education classroom setting. As students can stay in the high school until 21, this teacher case manages the students IEP's, but it is important to note, that the students are not educated together in a self-contained classroom setting.							
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	1	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 9	28	0.8
Joseph P. Liberati Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 12	6	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Liberty Bell Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 9	22	0.5
Joseph P. Liberati	An	A building in	Itinerant	Speech and	11 to	15	0.45

Intermediate School	Elementary School Building	which General Education programs are operated		Language Support	13		
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 18	1	0.05

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Milford Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 9	9	0.25
Joseph P. Liberati Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 11	19	0.5
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	3	0.25

Program Position #27*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 19	16	1

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Southern Lehigh School District	1
School Psychologist	Liberty Bell Elementary	0.8
School Psychologist	Lower Milford Elementary	0.4
School Psychologist	Hopewell Elementary	0.8
School Psychologist	Joseph P. Liberati Intermediate School	1

School Psychologist	Southern Lehigh Middle School	1
School Psychologist	Southern Lehigh High School	1
School Counselors	Joseph P. Liberati Intermediate School	1
School Counselors	Southern Lehigh Middle School	1
School Counselors	Southern Lehigh High School	3
Behavior Specialist	Southern Lehigh Middle School	1
Behavior Specialist	Southern Lehigh High School	1
Instructional Assistants	District Wide- across various buildings	27
Instructional Assistants 1:1	District Wide- across various buildings	15
Personal Care Assistant	Lower Milford Elementary	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Behavior Support/BCBA Services	Outside Contractor	2 Days
Nursing Services	Outside Contractor	5 Days
Nursing Services	Outside Contractor	5 Days
Specialized Transportation	Intermediate Unit	5 Days
Specialized Transportation	Outside Contractor	5 Days
Project Search/Transition Programming	Intermediate Unit	5 Days
Work Based Learning	Intermediate Unit	2 Days
Physical Therapy	Intermediate Unit	90 Minutes
Occupational Therapy- COTA	Intermediate Unit	35 Hours
Orientation and Mobility Services	Intermediate Unit	165 Minutes
Vision Services	Intermediate Unit	1051 Minutes
Life Skills Support	Intermediate Unit	5 Days
Occupational Therapy- Occupational Therapist	Intermediate Unit	7 Hours
Deaf/Hard of Hearing Services	Intermediate Unit	4 Minutes

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Southern Lehigh School District has no schools in School Improvement, Corrective Action, or Making Progress status.

District Accomplishments

Accomplishment #1:

School district SPP score for 2012-13 was 93.2.

Accomplishment #2:

2013 and 2014 Rated as one of 30 Top Workplaces in the Lehigh Valley - a result of employee survey

Accomplishment #3:

Project RED Signature School

District Concerns

Concern #1:

According to multiple data sources, stakeholders indicate a desire/need for more effective use of technology resources as a teaching and learning tool.

Concern #2:

According to teacher surveying, educators indicate a need/desire for more collaboration among peers to share best practices and work to align/map PA core and other academic standards to curriculum.

Concern #3:

According to student academic assessment results, the identification of strategies and resources to ensure the success of ALL students should continue district-wide.

Concern #4:

According to School Performance Profiles, 2 out of 6 schools attained 90 or above.

Prioritized Systemic Challenges

Systemic Challenge #1 (*System #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

According to multiple data sources, stakeholders indicate a desire/need for more effective use of technology resources as a teaching and learning tool.

According to teacher surveying, educators indicate a need/desire for more collaboration among peers to share best practices and work to align/map PA core and other academic standards to curriculum.

According to student academic assessment results, the identification of strategies and resources to ensure the success of ALL students should continue district-wide.

According to School Performance Profiles, 2 out of 6 schools attained 90 or above.

Systemic Challenge #2 (*System #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

According to multiple data sources, stakeholders indicate a desire/need for more effective use of technology resources as a teaching and learning tool.

According to teacher surveying, educators indicate a need/desire for more collaboration among peers to share best practices and work to align/map PA core and other academic standards to curriculum.

According to student academic assessment results, the identification of strategies and resources to ensure the success of ALL students should continue district-wide.

According to School Performance Profiles, 2 out of 6 schools attained 90 or above.

Systemic Challenge #3 (*System #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

According to multiple data sources, stakeholders indicate a desire/need for more effective use of technology resources as a teaching and learning tool.

According to teacher surveying, educators indicate a need/desire for more collaboration among peers to share best practices and work to align/map PA core and other academic standards to curriculum.

According to student academic assessment results, the identification of strategies and resources to ensure the success of ALL students should continue district-wide.

According to School Performance Profiles, 2 out of 6 schools attained 90 or above.

Systemic Challenge #4 (*System #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

According to multiple data sources, stakeholders indicate a desire/need for more effective use of technology resources as a teaching and learning tool.

Systemic Challenge #5 (*System #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

According to multiple data sources, stakeholders indicate a desire/need for more effective use of technology resources as a teaching and learning tool.

According to teacher surveying, educators indicate a need/desire for more collaboration among peers to share best practices and work to align/map PA core and other academic standards to curriculum.

According to student academic assessment results, the identification of strategies and resources to ensure the success of ALL students should continue district-wide.

According to School Performance Profiles, 2 out of 6 schools attained 90 or above.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Published curriculum, syllabi, pacing guides, and curriculum maps. Teacher lesson plans.

Specific Targets: Completion of curriculum writing process that aligns curricular materials and resources to state standards in all content areas and at all levels.

Completed documents are available for stakeholder access via the district website.

Strategies:

21st Century Curriculum Process

Description:

Using Understanding by Design as a framework, establish a district system that ensures consistent implementation of instructional practices where all content areas align curriculum, lesson plans, and assessment to state standards in order to provide consistency and include 21st-century skills to drive instructional practices, ensure consistent incorporation into curriculum, and provide students with progressive acquisition of

necessary skills for success in their future college, careers, and employability.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Curriculum process

Description:

Develop a plan and complete curriculum documents in all content areas, vertically mapped, standards aligned, and posted to the website for access by all stakeholders.

- Curriculum directors working with teachers and principals will review the current status of published curriculum documents and will develop a plan/timeline to ensure that all content areas across all grade levels are aligned with Pennsylvania core standards.
- Content areas requiring additional work will be targeted for completion by 2017.
- A plan will be developed that identifies resources needed to accomplish the work.
- Ongoing monitoring of completed documentation will be reported monthly as part of a comprehensive planning report to the Superintendent and School Board of Directors.

Start Date: 12/1/2014 **End Date:** 12/1/2018

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- 21st Century Curriculum Process

Goal #2: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum documents

Specific Targets: Complete curriculum revisions to fully ensures consistent implementation of PA core standards aligned curricula across all schools for all students.

Create curriculum that is differentiated to meet individual student needs in order to increase student achievement and graduation rates and that is aligned across grade levels to ensure continual learning.

Ensure that curriculum documents are accessible to stakeholders from the district website.

Strategies:

21st Century Curriculum Process

Description:

Using Understanding by Design as a framework, establish a district system that ensures consistent implementation of instructional practices where all content areas align curriculum, lesson plans, and assessment to state standards in order to provide consistency and include 21st-century skills to drive instructional practices, ensure consistent incorporation into curriculum, and provide students with progressive acquisition of necessary skills for success in their future college, careers, and employability.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Curriculum process

Description:

Develop a plan and complete curriculum documents in all content areas, vertically mapped, standards aligned, and posted to the website for access by all stakeholders.

- Curriculum directors working with teachers and principals will review the current status of published curriculum documents and will develop a

plan/timeline to ensure that all content areas across all grade levels are aligned with Pennsylvania core standards.

- Content areas requiring additional work will be targeted for completion by 2017.
- A plan will be developed that identifies resources needed to accomplish the work.
- Ongoing monitoring of completed documentation will be reported monthly as part of a comprehensive planning report to the Superintendent and School Board of Directors.

Start Date: 12/1/2014 **End Date:** 12/1/2018

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- 21st Century Curriculum Process

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

Related Challenges:

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Educator Effectiveness Program, PSSA, Keystone

Specific Targets: Proficient and Distinguished Educator Ratings, SPP scores of 90 or above, increased percentages of students scoring proficient or advanced on PSSA and Keystone

Strategies:

21st Century Curriculum Process

Description:

Using Understanding by Design as a framework, establish a district system that ensures consistent implementation of instructional practices where all content areas align curriculum, lesson plans, and assessment to state standards in order to provide consistency and include 21st-century skills to drive instructional practices, ensure consistent incorporation into curriculum, and provide students with progressive acquisition of necessary skills for success in their future college, careers, and employability.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Curriculum process

Description:

Develop a plan and complete curriculum documents in all content areas, vertically mapped, standards aligned, and posted to the website for access by all stakeholders.

- Curriculum directors working with teachers and principals will review the current status of published curriculum documents and will develop a plan/timeline to ensure that all content areas across all grade levels are aligned with Pennsylvania core standards.
- Content areas requiring additional work will be targeted for completion by 2017.
- A plan will be developed that identifies resources needed to accomplish the work.
- Ongoing monitoring of completed documentation will be reported monthly as part of a comprehensive planning report to the Superintendent and School Board of Directors.

Start Date: 12/1/2014 **End Date:** 12/1/2018

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- 21st Century Curriculum Process

Goal #4: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: CPE Tracker records, Highly Qualified Staff, Perception data and teacher feedback

Specific Targets: All educators rated highly qualified and who achieve required Act 48 hours, Improved perception data and feedback from teacher surveys on quality of professional development activities.

Strategies:

Professional development plan

Description:

Establish a system that ensures all district employees have access to high quality professional development opportunities that are differentiated, promote research-based strategies, encourage collaboration, and provide opportunities for job indebted skill development

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Professional development plan

Description:

Develop a plan to provide differentiated professional development opportunities that meet the needs of each individual, encourage collaborative learning networks, and provide flexible delivery such as online core blended approaches.

The professional development plan shall provide opportunities for:

- the development of valid and reliable formative and summative assessment techniques including common assessments, rubrics, alternative assessments, and grading systems
- Pennsylvania educator effectiveness programs and strategies to strengthen teaching and learning as defined in the Danielson domains
- content area knowledge and skill development as it relates to specific content taught and incorporates student – centered problem or inquiry – based learning, or that is job specific
- technology integration and the SAMR bottle to enhance effective use of technology as a teaching and learning tool with a demonstration and understanding of substitution, augmentation, modification, and redefinition of teaching and learning strategies
- leadership development on topics appropriate to 21st century leadership at all levels
- safety, security, and positive climate development that promotes, enhances, and sustains safety and security measures and a positive school climate
- differentiated instruction and strategies that meet the needs of all students including gifted and learning support
- data informed decisions to analyze formative and summative data and assessments to drive decisions at all levels
- 21st Century teaching and learning including learning and innovation skills (4-c's), course subjects and 21st century themes, information media and technology skills, and life and career skills
- global education framework and global competency standards for both students and teachers
- online, hybrid, and blended educational opportunities for students
- assistive technology strategies for special education students

Start Date: 12/1/2014 **End Date:** 12/1/2018

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Professional development plan

Goal #5: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Perception data, district newsletter, and website data

Specific Targets: Increase number of recognition, improved perception data and feedback

Strategies:

Communication Plan

Description:

Establish a system that ensures consistent, accurate, and relevant information flows between the school district and both internal and external stakeholders.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Create a District Communication Plan

Description:

Create an annual District Communication Plan that will address:

- enhancing Internal and external communications
- expanding social media as a communication tool
- increasing the type and frequency of communications regarding school curriculum, extra curricular activities, and school/district performance
- expand community based partnerships with other school districts, universities, businesses, and global partners

The district communication plan will be accessible on the district website

Start Date: 11/1/2014 **End Date:** 11/1/2018

Program Area(s):

Supported Strategies:

- Communication Plan