Southern Lehigh SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

5775 Main St
Center Valley, PA 18034
(610)282-3121
Superintendent: Kathleen Evison
Director of Special Education: Andria Deatline Buchman

Planning Process
Development of the Comprehensive Plan

The Southern Lehigh School District comprehensive planning process was purposefully developed to engage representatives from all stakeholder groups in collaborative and meaningful ways. Students, families, community representatives, board members, administrators, teachers and support staff either volunteered or were selected to participate in the process. The comprehensive planning process for the district became known as **SPARK Southern Lehigh**, calling attention to our desire to spark dialogue, planning, innovation and identification of the district's direction in supporting students. A steering committee was established that included the co-chairs of seven sub-committees, each charged with inquiring about the current and preferred focus of significant aspects of the organization. The seven subcommittees included:

- Vision/Mission/Values
- Special Education
- Professional Education
- Curriculum, Instruction, Assessment
- Safe and Supportive Schools
- Equity
- Operations

Two **SPARK Southern Lehigh** kick-off sessions were held in late February of 2018. Between March 1 and May 31, three cycles of subcommittee meetings were held with follow-up steering committee meetings after each round. In addition to face-to-face meetings, participants were assigned to Canvas learning management system (LMS) courses aligned to each committee. The LMS, in addition to other collaborative technology tools, allowed synchronous and asynchronous collaboration and contributions by committee members. Each steering committee meeting was leveraged as an opportunity to review data, discussions and recommendations of each subcommittee and formulate the agenda and activities for the next committee meetings. During this process, the administrative team also spent time meeting with the Superintendent's Student Advisory Councils to review the work of the committees in a child-friendly manner and to solicit

their feedback about their experiences at their respective buildings. Regular updates were made to the Southern Lehigh School District Board of Directors during meetings.

At the completion of the final round of sub-committee meetings, the strengths, challenges, strategies and focus areas identified by each sub-committee were reviewed by the steering committee and was processed during a whole-district administrative team work session in June of 2018. During that time, the vision, mission and values of the district were solidified based upon the common themes identified as being important across each of the sub-committees. In addition, four focus areas were recognized as important to the development of goals and strategies for the district:

1. **Maintain and strengthen district environments where students, staff, families and visitors feel welcome, safe, and secure**

2. **Support the emotional and social well-being of students and families**

3. **Engage district stakeholders with respect and positive experiences**

4. **Pursue academic excellence through challenging experiences and expanded opportunities for all learners**

The resulting comprehensive plan creates a vision and pathways for all stakeholders in the Southern Lehigh School District to strategically identify action plans to achieve specific goals in each of the four focus areas. The ultimate overarching goal of the process and resulting plan is to continually transform the organization to provide the highest quality learning opportunities for our students as well as strive for an environment in which all stakeholders are engaged. Critical to the planning process is facilitating a shared purpose or alignment, which has coalesced as result of a renewed vision and mission for the district.   Both provide a reinvigorated meaning to the work of the Southern Lehigh School District, thereby enabling successful accomplishment of the goals of the organization. The plan will provide direction for Southern Lehigh as we work to achieve the vision of the district through the mission and accomplishment of identified action plans and goals. The comprehensive plan, submitted to the Pennsylvania Department of Education after stakeholder feedback and board approval have been secured, will be used as a roadmap to provide both direction and flexibility based on future needs while being a living document that guides our work.

Comprehensive Plan Steering Committee Members

- Kathleen Evison, Superintendent
- Michael Roth, Assistant Superintendent
- Jeremy Melber, Director of Business Administration
- Mary Farris, Director of Human Resources
- Andria Buchman, Director of Student Services/Special Education
- Ken Jordan, Director of Technology, Data and Assessment
- Shane Cross, Director of Curriculum and Instruction
- Todd Bergey, Director of Support Services
- Sue Knoll, Coordinator of Support Services

- Thomas Ruhf, High School Assistant Principal
- Jennifer Brinson, High School Assistant Principal
- Jack Hankee, Assistant Principal
- Diana Millman, Coordinator of Community Engagement/Board Secretary

Comprehensive Plan Sub-Committees and Members

Vision/Mission Values (Essential Questions: *What should be the vision, mission, values that represent the core functions of the Southern Lehigh School District? How should these translate into what we want the Southern Lehigh School District to look like in 2022?)*

- Kathleen Evison, Superintendent (Co-Chair)
- Michael Roth, Assistant Superintendent (Co-Chair)
- Emily Gehman, School Board President
- Colleen Matkowski, Parent
- Jen Meaney, Parent
- Alvin Goren, Community Member
- Eric Knies, Business Representative
- Cheryl Moreira, Parent
- Joseph Zacher, Teacher

Curriculum/Instruction/Assessment (Essential Questions: *In what ways have our students demonstrated success? In what areas have our students struggled to demonstrate success? What should teacher and learning look like in 2022? What types of materials and resources will best provision this teaching and learning? What do student experiences look like in academics, athletics, arts and gifted education?)*

- Shane Cross, Director of Curriculum and Instruction (Co-Chair)
- Jennifer Brinson, HS Assistant Principal (Co-Chair)
- Anita Desai, School Board
- Kelly Pauling, Parent
- Andrea Lycette, Parent
- Jiten Dihora, Business Representative
- Janet Miltenberger, Education Specialist
- Julie Manzo, Parent
- John Barone, Parent
- Edward Donahue, MS Principal
- Michael Duane, Parent
- Lisa Greenawalt, LCTI Representative
- Beth Guarriello, HS Principal
- Sam Hafner, LBES Principal
- Kelly Howsare, Teacher
- Lori Limpar HWES Principal

- Lynette Martins, Parent
- Sean McGinty, JPLIS Principal
- Karen Ryan, Teacher

Safe and Supportive Schools (Essential Questions: In what ways should we support the emotional and social growth of students? What do culturally competent and developmentally appropriate environments look like that enhance learning? What types of services and resources should be leveraged to support students and families?)

- Michael Roth, Assistant Superintendent (Co-Chair)
- Mary Farris, Director of Human Resources (Co-Chair)
- Jennifer Smith, School Board
- Kristen Buck, Parent
- Renee D'Amico, Parent
- Chrisiti Delp, Parent
- Christine Gorigoitia, Parent
- Angela Hagenbuch, Parent
- Brooke Ruch, Education Specialist
- Christie Samph, Parent
- Julie Shaible, Parent
- Amber Smith, Parent
- Beth Tomlinson, Community Representative
- Angela Traub, Parent
- Denise Underkoffler, Community Representative

Special Education (Essential Questions: In what ways should we support the growth of struggling learners? How do we translate mandates concerning Special Education into practices that continually support our students and families?)

- Andria Buchman, Director of Student Services and Special Education (Co-Chair)
- Jack Hankee, MS Assistant Principal (Co-Chair)
- Kathleen Parsons, School Board
- Caryn Bronfenbrenner, Teacher
- Spencer Cameron, Teacher
- Jackie Butler, Teacher
- Katie Wechtler, Teacher
- Maria Ramunni, Education Specialist
- Cotie Strong, Education Specialist
- Brynne Rice, Educaiton Specialist
- Christina Mazzella, Parent
- Janine Tyniec, Parent
- Traci Cyr, Parent

***Professional Education** (**Essential Questions:** What should learning opportunities for our staff look like? What types of professional development will be needed to ensure success of our students?)*

- Ken Jordan, Director of Technology, Data and Assessment (Co-Chair)
- Shane Cross, Director of Curriculum and Instruction (Co-Chair)
- Sue Knoll, Coordinator of Support Services (Co-Chair)
- Maryanne Nord, School Board
- Kate Carannante, Parent
- Jennifer Johnson, Parent
- Chuck Linden, Community Representative
- Jessica McNulty, Parent
- Collen Pizzo, Teacher
- Brook Sawyer, Community Representative

***Operations** (**Essential Questions:** In what ways should our fiscal and physical resources be leveraged to support students, staff and the community? What are the challenges and successes we have experienced in the areas of finances, support services, and facilities? What the opportunities and threats to our success in these areas?)*

- Jeremy Melber, Director of Business Administration (Co-Chair)
- Todd Bergey, Director of Support Services (Co-Chair)
- William Lycett, Board Member
- Kyle Gangewere, Parent
- Samantha Falcone, Community Representative

***Equity** (**Essential Questions:** In what ways do we ensure that the experiences of our students and families are equitable? How do we leverage our systems and resources in ways that support all students and families?)*

- Kathleen Evison, Superintendent (Co-Chair)
- Thomas Ruhf, HS Assistant Principal (Co-Chair)
- Corine Gunkle, School Board Vice-President
- Maria Ault, Parent
- John Barone, Parent
- Ben Becker, Teacher
- Kelly Dougherty, Teacher
- Michael Duane, Parent
- Tammy Evans, Parent
- Kelly Howsare, Teacher
- Peggy Kong, Parent
- Pam Metzler, Parent
- Tammy Post, Teacher

- Maria Ramunni, Education Specialist
- Gregory Singleton, Parent
- Cotie Strong, Education Specialist

Implementation of the Comprehensive Plan

The Southern Lehigh School District Comprehensive Plan will be presented to the School Board of Directors and posted for public comment for thirty (30) days. Following the comment period, adjustments will be made to the plan prior to the final adoption of the strategic plan by board action and submission to the Pennsylvania Department of Education. The strategies and goals associated with the Comprehensive plan will be used to guide yearly planning by building and district leadership, and result in the establishment of yearly action plans actions in support of the vision, mission and focus areas of the comprehensive plan. Progress on the plan will be monitored by the Superintendent and Assistant Superintendent of the Southern Lehigh School District, with regular reports provided to the community and school board.

Mission Statement
Learning • Serving • Leading
One Interaction at a Time

Vision Statement
The Southern Lehigh School District is an inclusive, innovative, and inspiring community of learners where relationships matter and students are empowered and motivated to face the challenges of today and tomorrow.

Shared Values
We value and believe:
- Everyone should feel safe, valued and respected in an inclusive and diverse learning environment
- Students learn when challenged to think critically, problem solve, act with integrity, and demonstrate resiliency
- Academic success is achieved when students demonstrate growth and maximize their potential
- Positive collaboration and partnerships foster growth and understanding
- Social, emotional, academic, athletic and artistic development are foundational to lifelong learning
- Learning, serving, and leading create and influence the future

Educational Community

Our Community

Located along the southern border of Lehigh County, the Southern Lehigh School District's 48 square mile geographic boundaries are comprised of the municipalities of the Borough of Coopersburg, Upper Saucon Township, and Lower Milford Township. The district is a part of the Lehigh Valley, the third most populous Metropolitan Statistical Area in Pennsylvania as defined by the U.S. Office of Management and Budget. According to the U.S. Census Bureau, total 2016 population in combined Southern Lehigh School District municipalities was 22,855. The U.S. Census Bureau American Community Survey five-year data profile for 2012-2016 identifies Lehigh County's total population as 349,497. Top economic sectors as ranked by total number of paid employees for the county are healthcare, retail and manufacturing.

The Southern Lehigh School District is situated approximately one hour north of Philadelphia, two hours west of New York City, and just south of the cities of Allentown and Bethlehem. Its location provides the community the benefits of a mix of suburban and rural opportunities. Its residents have access to a wide array of recreational, cultural, and outdoor as well as diverse higher education opportunities. Several outstanding private colleges and universities, part of a larger consortium including Muhlenberg, Cedar Crest, Lafayette, Moravian, and Lehigh University, are located in the Lehigh Valley. DeSales University (a private four-year liberal arts college) and Penn State Lehigh Valley (a branch of The Pennsylvania State University system) are located in the district. There are also four schools in the state university system within 35 miles of Southern Lehigh. The combination of its location, historic attractions, high-tech development, rural setting, suburban benefits, proximity to higher education institutions, and reputation for excellence in education has made The Southern Lehigh School District community desirable from the perspective of homeowners, community organizations, developers, and local/regional/international companies.

Our District

The Southern Lehigh School District provides an educational program for students in kindergarten through twelfth grade and has been recognized for its excellence and forward-looking perspective, which is sensitive to the changing needs of students. The community, faculty, families and students have joined together in striving to maintain and enhance that excellence. The District -- made up of two 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 life and activities of 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. The district enjoys a strong relationship with Carbon Lehigh Intermediate Unit 21, Lehigh Career and Technical Institute, and Lehigh Carbon Community College in supporting the varying learning needs and options for students. The Upper Saucon Township Police Department, Coopersburg Police Department, Southern Lehigh Community Library, local fire and ambulance corps, and the Southern Lehigh Chamber of Commerce have all played integral roles in supporting the efforts of the district in educating its youth. The district employs 425 staff members that serve a total student enrollment of 3,206 students (2017-2018 school year).

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 School District will educate all students to develop the skills and competencies required to become life-long learners and productive members of an ever-changing world. The district strives to provide learning opportunities for students that will provide them a strong foundation to create and influence their own future.

Our school district's strengths include:
- Consistent high performance on multiple measures of academic achievement, athletic competition and artistic expression
- Engaged students, families and teachers interested in and motivated by school experiences
- A variety of educational opportunities utilized including dual-enrollment, on-line language instruction, on-line recovery courses, career and technical education, independent study, and critical language offerings
- Courses and participation in county-wide offerings to meet Career Education and Work standards
- Partnerships with community groups, higher education, business groups, and local law enforcement
- Supportive, involved, and educationally-minded families and community members
- Extensive technology resources available

Our school district's needs include:
- Continual staff collaboration to develop standards aligned curriculum and locally designed assessments.
- Continual improvement in student academic proficiency as demonstrated on state and local assessments.
- Continual opportunities for personalized learning and career counseling to support career goals (including dual-enrollment, job-shadowing and internships).
- Continual professional development activities designed around ubiquitous technology integration for teaching and learning, research-based classroom strategies, differentiation of instruction and strategies to increases student opportunities and success
- Continual professional development activities designed around social, emotional, and inclusive practices that support all students in their growth and learning
- Continual evaluation and leveraging of resources (financial, human, facilities) to ensure safe, nurturing, supporting and challenging opportunities for all students and families
- Continual evaluation and development of plans to support projected enrollment increases and programmatic needs

Planning Committee

Name	Role
Todd Bergey	Administrator: Professional Education Schoolwide Plan
Shane Cross	Administrator: Professional Education Schoolwide Plan
Kathleen Evison	Administrator: Professional Education Special Education Schoolwide Plan
Sue Knoll	Administrator: Professional Education Schoolwide Plan
Jeremy Melber	Administrator: Professional Education Schoolwide Plan
Michael Roth	Administrator: Professional Education Special Education Schoolwide Plan
Anita DeSai	Board Member: Professional Education Schoolwide Plan
Emily Gehman	Board Member: Professional Education Schoolwide Plan
Corine Gunkle	Board Member: Professional Education Schoolwide Plan
Bill Lycett	Board Member: Professional Education Schoolwide Plan
Maryanne Nord	Board Member: Professional Education Schoolwide Plan
Kathie Parsons	Board Member: Special Education
Jennifer Smith	Board Member: Professional Education Schoolwide Plan
Jen Brinson	Building Principal: Professional Education Schoolwide Plan
Jack Hankee	Building Principal: Special Education
Thomas Ruhf	Building Principal: Professional Education Schoolwide Plan
Jiten Dihora	Business Representative: Professional Education Schoolwide Plan
Eric Knies	Business Representative: Professional Education Schoolwide Plan
Chuck Linden	Business Representative: Professional Education Schoolwide Plan
Samantha Falcone	Community Representative: Professional Education Schoolwide Plan
Kyle Gangwere	Community Representative: Professional

	Education Schoolwide Plan
Alvin Goren	Community Representative: Professional Education Schoolwide Plan
Lisa Greenawalt	Community Representative: Professional Education Schoolwide Plan
Diana Millman	Community Representative: Professional Education
Brook Sawyer	Community Representative: Professional Education Schoolwide Plan
Beth Tomlinson	Community Representative: Professional Education Schoolwide Plan
Ken Jordan	Ed Specialist - Instructional Technology: Professional Education
Janet Miltenberger	Ed Specialist - Other: Professional Education Schoolwide Plan
Brooke Ruch	Ed Specialist - Other: Professional Education Schoolwide Plan
Maria Ramunni	Ed Specialist - School Counselor: Special Education
Brynne Rice	Ed Specialist - School Psychologist: Special Education
Cotie Strong	Ed Specialist - School Psychologist: Special Education
Ben Becker	Elementary School Teacher - Regular Education: Professional Education Schoolwide Plan
Kelly Dougherty	Elementary School Teacher - Regular Education: Professional Education Schoolwide Plan
Colleen Pizzo	Elementary School Teacher - Regular Education: Professional Education Schoolwide Plan
Tammy Post	Elementary School Teacher - Regular Education: Professional Education Schoolwide Plan
Karen Ryan	Elementary School Teacher - Regular Education: Professional Education Schoolwide Plan
Katie Wechtler	Elementary School Teacher - Special Education: Special Education
Kelly Howsare	High School Teacher - Regular Education: Professional Education Schoolwide Plan
Joseph Zacher	High School Teacher - Regular Education: Professional Education Schoolwide Plan
Caryn Bronfenbrenner	High School Teacher - Special Education: Special Education
Spencer Cameron	Middle School Teacher - Regular Education:

	Special Education
Jackie Butler	Middle School Teacher - Special Education: Special Education
Maria Ault	Parent: Professional Education Schoolwide Plan
John Barone	Parent: Professional Education Schoolwide Plan
Kristen Bruck	Parent: Professional Education Schoolwide Plan
Kate Carannante	Parent: Professional Education Schoolwide Plan
Traci Cyr	Parent: Special Education
Renee D'Amico	Parent: Professional Education Schoolwide Plan
Christi Delp	Parent: Professional Education Schoolwide Plan
Michael Duane	Parent: Professional Education Schoolwide Plan
Tammy Evans	Parent: Professional Education Schoolwide Plan
Christine Gorigoitia	Parent: Professional Education Schoolwide Plan
Angela Hagenbuch	Parent: Professional Education Schoolwide Plan
Jennifer Johnson	Parent: Professional Education Schoolwide Plan
Peggy Kong	Parent: Professional Education Schoolwide Plan
Andrea Lycette	Parent: Professional Education Schoolwide Plan
Julie Manzo	Parent: Professional Education Schoolwide Plan
Lynette Martins	Parent: Professional Education Schoolwide Plan
Colleen Matkowski	Parent: Professional Education Schoolwide Plan
Christina Mazzella	Parent: Special Education
Jessica McNulty	Parent: Professional Education Schoolwide Plan
Jen Meaney	Parent: Professional Education Schoolwide Plan
Pam Metzler	Parent: Professional Education Schoolwide Plan
Cheryl Moreira	Parent: Professional Education Schoolwide Plan
Kelly Pauling	Parent: Professional Education Schoolwide Plan
Christie Samph	Parent: Professional Education Schoolwide Plan
Julie Schaible	Parent: Professional Education Schoolwide Plan
Amber Smith	Parent: Professional Education Schoolwide Plan
Angela Traub	Parent: Professional Education Schoolwide Plan
Janine Tyniec	Parent: Special Education
Denise Underkoffler	Parent : Professional Education Schoolwide Plan
John Zuk	Parent : Professional Education Schoolwide Plan
Andria Buchman	Special Education Director/Specialist : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Developing
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Developing
Environment and Ecology	Accomplished	Developing
Family and Consumer Sciences	Accomplished	Developing
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	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	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Developing
Civics and Government	Accomplished	Developing
PA Core Standards: English Language Arts	Developing	Accomplished

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Developing
Environment and Ecology	Accomplished	Developing
Family and Consumer Sciences	Accomplished	Developing
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	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
English Language Proficiency	Developing	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Developing
PA Core Standards: English Language Arts	Accomplished	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Accomplished	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Accomplished	Developing
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	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
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing

School Climate	Developing	Developing
World Language	Accomplished	Developing

High School Level

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

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

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

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,	Accomplished

Curriculum Characteristics	Status
instructional unit or interdisciplinary studies and academic standards are identified.	
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

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

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

Checked Answers
- Building Supervisors
- Department Supervisors

Unchecked Answers
- Administrators
- Instructional Coaches
- Not Reviewed

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

The Southern Lehigh School District has developed and continues to refine/adjust common grade/subject/district-level assessments to ensure standards-aligned instruction and consistency between classrooms, grade levels, and curricular areas. The district's differentiated supervision plan provides opportunities for Instructional and Peer Coaching within cycles of clinical supervision.

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

Building level administrators maintain primary responsibility for monitoring teacher lesson plans and evaluating teachers. As part of the district's new Curricular Cycle for Excellence (CCE), lesson plan review is becoming a part of the work of department directors and district-level administrators as well. As the district uses the CCE to align materials/resources/instruction to standards and desired student demonstration of learning, we have discussed the potential needs of shifting the focus of some additional specialists within the context of serving as instructional coaches.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

Elementary Education-Intermediate Level

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

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

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 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

Recruitment

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

The Southern Lehigh School District advertises all available educational positions through a variety of outlets. The district website, a variety of electronic online job posting programs, local newspapers and email to all current staff are used. Applications are collected in Talent Ed- an electronic recruitment tool. Applicants are screened using rubrics to ensure the most highly qualified candidates. All candidates must hold proper certification to be considered for employment. A team of interviewers including teacher leaders, building, and central office administrators interviews candidates. A bank of interview questions is used to

standardize the interview process. At times, teachers are asked to respond to real world scenarios, asked to complete tasks, or are asked to plan and present a classroom lesson. If the interviewers are not satisfied with the caliber of candidates, the process will begin again and repeat until a consensus on a successful candidate is met. Finalists for positions will generally complete two or three levels of interviews with multiple individuals.

The Southern Lehigh School District monitors the assignment of teaching staff to its buildings and classrooms using methodology established through an Equity Plan for federal program purposes. The assignment of staff, particularly those with less than three years of educational experience, is monitored in relationship to the racial, socio-economic and traditionally underserved populations of students to ensure that equity in terms of highly qualified and experienced teachers is maintained.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	22.00	22.00	22.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives			
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

Local Assessments

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

Methods and Measures

Summative Assessments

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

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
STAR	X	X	X	
RI			X	X
Writing Prompts	X	X	X	X

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.

Through the implementation phase of a curriculum review/renewal cycle, assessments are reviewed, developed and evaluated for validity.

Collection and Dissemination

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

The district uses our Student Information System (Sapphire) to act as a data warehouse for local and state assessment data, along with demographic and other measures of data that influence student performance. Additionally, eMetric, PVAAS, and disaggregated spreadsheet data from our state assessments is used by leaders and instructional teams. STAR 360 reports are reviewed to measure growth throughout the school year.

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 MTSS, tutoring, targeted directed instruction, computer aided diagnostics or benchmarks and instruction to assist struggling students.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

At the level, the administrative team analyzes standardized assessment data to identify trends or patterns that inform program and grade level needs. School-based teams review data to determine student needs that can be met by program and services supports. In reviewing data at both the school and district level, various goals are developed and implemented to support identified instructional needs.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X

Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters			X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
ML and HS use on-line course syllabi to communicate requirements and assessment grading.			X	X

Provide brief explanation of the process for incorporating selected strategies.

Summative assessment results are communicated through various methods, including mass e-mail, phone calling, electronic report cards/SIS and the district website. The communication of results is designed to effectively reach families about their child's progress and demonstrate the progress of programs to the community.

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, Referral, and Support Services

The Southern Lehigh School District is currently using the Multi-Tiered System of Support (MTSS), a comprehensive, multi-tiered intervention approach to determine individual student academic needs by systematically intensifying the intervention if a student does not demonstrate growth with the intervention being provided. The MTSS model also provides data for teams to discuss a possible need for a special education evaluation. Our MTSS model provides well-designed, proactive interventions for students with needs in reading and math 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. Within our district, MTSS is currently in place in grades K through 8. The district employs three full-time MTSS teachers to support at-risk students at the K-8 levels. Along with the MTSS intervention teachers, instructional assistants provide support to these teachers and students to reinforce learned strategies or concepts during their intervention block.

In addition to MTSS, our district also has a Student Assistance Program (SAP) in Grades 7-12. Student Assistance Programs are mandated by the Pennsylvania Department of Education. The purpose of these programs is to identify students who may be experiencing barriers to learning. Once identified, the Student Assistance Program is designed to help these students overcome those barriers that may be keeping them from being successful students. The Student Assistance Program (SAP) Team meets on a regular basis during the school year. The SAP model will be expanded to grades K-6 during the 2018-2019 school year.

Along with MTSS and SAP, the district also has a child study team (CST) model. CST is a team of school personnel dedicated to supporting the academic, social, and emotional needs of all of our students. CST allows for data to be reviewed and conversation among professionals to occur to determine a pathway of support for students *most in need* of additional supports and services. The pathways that may be considered for a student include: a parent and student meeting by the classroom teacher, Tier 2 reading/math/behavior intervention, movement from Tier 2 to Tier 3 intervention, a 504 permission to evaluate, a special education permission to evaluate, an IEP meeting, a student assistance program (SAP) referral, a parent and student meeting to discuss attendance, a truancy/attendance meeting, a behavior plan or a FBA consult. CST members include the building principal, assistant principals, school counselors, school psychologist, reading and math intervention specialists (K-6) and Director of Special Education & Support Services. The school nurse, EL support, and/or SAP coordinator may also be involved in some student meetings.

Both the MTSS and CST frameworks focus the conversation around student data and student needs. Depending on the building level, students are discussed on a bi-weekly or

monthly basis to determine next steps of support. The CST model compliments the MTSS model by continually focusing on the data, but not solely on academics and/or behavior, but rather the needs of the *whole child*. CST also provides opportunities to review the interventions that are currently in place and determine other possible pathways of support to be considered.

With regards to support, each building has varying levels of programs and supports available. Our district is continually evaluating the needs of our students, based on data, to determine other programs, supports, and services that need to be designed, purchased, or implemented to support the needs of the students in our school community. Currently, our district has the following in place:

- At the Southern Lehigh High School, there are three counselors and a school psychologist who support the needs of the students at the high school. The school counselors are assigned students alphabetically by the first letter of the student's last name. Thus, the school counselor works with a particular student the entire four years at the high school. This arrangement helps the counselor, student, and the student's family creates a collaborative working relationship for the students during the high school years. Our school counselors support students by helping them choose their appropriate career path to ensure that each student has chosen appropriate courses in order to help them achieve their goal. Additionally, each month the counselors work with students in Grades 9 through 12 to discuss orientation, school involvement in activities, 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 and financial aid. The school counselors and school psychologist are also instrumental in collaborating with outside agencies that assist our students during difficult situations. Additionally, our school counselors and school psychologist provide individual counseling sessions to students experiencing difficulties in their lives. These counseling sessions are short-term sessions to assist the student and family to secure more long-term services if those services are needed. A SAP referral may also be completed for students experiencing this need so that local community resources can be identified.

- At the Southern Lehigh Middle School and Joseph P. Liberati Intermediate School, the school counselor and the school psychologist in each of those buildings provide many support services to the students including weekly small group counseling sessions, individual counseling, consultations with families, teachers, and administration as well as delivering lessons in the classroom on conflict resolution, bullying prevention, etc. In addition, they work with outside agencies to meet the needs of the student when necessary. These professionals are also members of the Student Assistance Program (SAP) team.

- Within our K-3 buildings, Hopewell Elementary and Liberty Bell Elementary, our school counselor and school psychologist split their time between the two buildings. Similar to the other buildings, the school counselor and school psychologist provide counseling supports and services for the students at that level. The school counselor provides the individual counseling sessions and group counseling for both buildings. Additionally, two years ago our district designed an intervention kindergarten program. This intervention kindergarten program is designed for students who are screened and determined to be in need for that level of support and service. Intervention kindergarten is a full-day kindergarten experience to assist those students to reach grade level benchmarks by the end of their kindergarten year.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
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
Student Assistance Program Teams and Training			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:

Currently, we do not have a school-wide positive behavior intervention and supports program at the Southern Lehigh High School. During the 2018-2019 school year, this model was expanded to the Southern Lehigh Middle School. Our hope is to have a school-wide PBS model in place at the high school in the next three years.

With regards to the school resource officer, our SRO is located at the Southern Lehigh High School. If there are needs in other buildings he will assist, but primarily his duties are at the high school. Through the comprehensive planning process with our community and school board we are partnering with Upper Saucon Township for another school resource office within the next school year.

Lastly, and as shared above, our Student Assistance Program (SAP) will be implemented in the K-6 buildings during the 2018-2019 school year. Staff has already been trained and we have dates scheduled with the Center for Humanistic Change to support our implementation efforts in these buildings.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

Information about our gifted program is available on our district website and in the student handbooks for each building.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

The Gifted Program is a special part of the overall educational program for children identified by a Certified School Psychologist as mentally gifted. Identification is based on a multi-criteria evaluation that includes building level evaluations of academic performance and teacher observations, along with a norm-referenced achievement and reasoning quotients assessment administered by school personnel. If a child meets the minimum requirements at the building level gifted screening, individual achievement and intelligence testing is performed by a school psychologist. Students may be referred for screening by a teacher and/or this screening may be requested in written form by a parent. Once a student is identified, a team of parents and school personnel called a "G.I.E.P. Team" meets and agrees upon individual goals and specially designed instruction for that student.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

The process that the Southern Lehigh School District utilizes to identify gifted students includes both a referral and screening processing 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 MTSS 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 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 secured 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. Information for our gifted programming is available on the district website.

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

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

At Southern Lehigh the gifted program provides:

- Activities to increase higher level thinking, evaluation, and memory skill
- Additional technology components
- Independent interest driven research projects
- Deeper understanding of giftedness

Elementary (K-3)

In our K-3 elementary schools students participate in small group, collaborative pullout class once per cycle using creative and divergent problem solving derived from current events and/or STEM-type scenarios. The Gifted teacher also creates differentiated units for use in the regular education classroom in order to meet the needs of our gifted students curricular strengths, as determined by pre- and post-tests.

Intermediate (4-6)

At the Intermediate School our 4th and 5th grade students participate in a pull out program that is project based and differentiated for academic strengths. Our 6th grade 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.

Middle (7-8)

At the Middle School, in grade 7 the gifted students are grouped together for a reading/language art block, which is taught by the gifted support teacher. The gifted academic literacy course provides curriculum enrichment and acceleration for the identified student based upon the gifted IEP goals. Students participate in activities that increase higher-level comprehension, memory, evaluation skills, study skills, and convergent and divergent thinking abilities. Students are offered opportunities to participate in independent, interest driven research projects. In the gifted language arts portion of the block, gifted students are taught the same curriculum as students taking the honors level language arts class, however, the gifted class moves at a rigorous, fast pace. The course reaches beyond basic skills and focuses on higher-level tasks in writing, grammar, vocabulary, and oral communication. The teacher of the gifted also pushes in to the science classes to enrich the curriculum when necessary.

High School (9-12)

At the High School our program changes once again. Our regular education program offers

Honors, AP and Dual Enrollment opportunities that meet the needs of our gifted students. In addition to these classes we also offer Gifted Seminars.

The Gifted Seminars, 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 who have had a GIEP at some point in their SLSD career. 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.

Developmental Services

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

Services as described above are provided as necessary and developmentally appropriate at each building. The MTSS model is currently being implemented at the K-8 level and conversations will be occurring with the high school to determine the need for this intervention program at that level.

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

Services as described above are provided as necessary and developmentally appropriate at each building. With regards to educational planning, students at the K-6 level have limited flexibility with course selection, course selection does not begin until their middle school years.

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

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 works in conjunction with area child care providers to ensure that they are connected to school district communications. Through our electronic alert system they can sign up to receive all announcements from all schools. Our transportation department communicates regularly with local childcare facilities to ensure safe transport of students. We provide information on local before/after school child care programs on our websites and our schools assist parents with locating information. Local childcare providers and district administrators meet occasionally to discuss smooth transitions and services. Providers are invited to participate on district committees. Youth Workforce Development programs work with our guidance counselors to ensure access. The district has a policy that governs tutoring services provided by district staff.

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. At times, parents and guardians will reach out to the Special Education and Student Services Department to inquire about programming, supports, and services available to preschool children. To assist them with their inquiry, we provide them with the contact information for CLIU#21. With regards to kindergarten registration, we broadly announce the dates for our kindergarten registration times in the district via our district website and to our local preschools. Parents and students then spend some time with building representatives to register their child and answer any questions that they may have. Information is shared with them to help them to transition to the district's kindergarten program the following fall. For students with disabilities, CLIU#21 coordinates the early intervention transition meetings. These meetings are held in the Southern Lehigh School District. A district PowerPoint handout is reviewed with the parents that highlights important information to assist them with the transition process. The school psychologist stays in regular contact with the family throughout the process. Once the re-evaluation is completed a transition IEP meeting is held where the new school aged re-evaluation is reviewed and a new school age IEP is developed. Students and their parents can also come to the building for a tour so that the parents and guardians and the student feel comfortable with their new school.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Elementary Education-Intermediate Level

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

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 ed 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.

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 ed 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.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of

	district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler& Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Elementary Education-Intermediate Level

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

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

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in

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

High School Level

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

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

Professional Education

Characteristics

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

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

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

The Southern Lehigh School District provides a variety of professional development activities. Some address district-wide initiatives in which all teachers, staff, and administrators participate. Topics included within professional development activities include state mandates (such as child abuse training or educator effectiveness training); learner-centered programming; safe, secure and supportive schools; social and emotional

development; and diversity/equity and inclusion. Specific learning opportunities within each area are self-selected or supervisor assigned, based upon differentiated needs of individuals. All approved professional development for teachers is 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 (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 is intended to further the learning needed by all members of the district to successful achieve these goals.

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 Teaching and Learning Team, working with teacher subject area leaders, plans in-service professional development days. Hands-on application of learning through job-imbedded 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.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/23/2016 Mandated Reporter Training is completed through Safe Schools at the time of hire. The Human Resources Department tracks all employees to ensure that the requirement is completed every 5 years.
8/22/2017 Mandated Reporter Training is completed through Safe Schools at the time of hire. The Human Resources Department tracks all employees to ensure that the requirement is completed every 5 years.
8/21/2018 Mandated Reporter Training is completed through Safe Schools at the time of hire. The Human Resources Department tracks all employees to ensure that the requirement is completed every 5 years.
The LEA plans to conduct the required training on approximately:
8/20/2019 Mandated Reporter Training is completed through Safe Schools at the time of hire. The Human Resources Department tracks all employees to ensure that the requirement is completed every 5 years.

8/25/2020 Mandated Reporter Training is completed through Safe Schools at the time of hire. The Human Resources Department tracks all employees to ensure that the requirement is completed every 5 years.
8/23/2022 Mandated Reporter Training is completed through Safe Schools at the time of hire. The Human Resources Department tracks all employees to ensure that the requirement is completed every 5 years.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
3/24/2017
3/23/2018
The LEA plans to conduct the training on approximately:
1/21/2019
1/20/2020

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- 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 feedback for the purposes of 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.

Induction Program

Checked answers
- 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.

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 would 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

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).

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.

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	

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

    o Meetings with mentors, team leader or subject area leaders prior to end of first grading period

    o 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

       o   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 and Evaluating the 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 Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **356**

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. All K-12 buildings utilize the discrepancy model to identify students for a specific learning disability. 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 MTSS 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 Multi-Tiered Systems of Support (MTSS) it is utilized to screen 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 MTSS 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. 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:
https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

Southern Lehigh SD Enrollment (School Age)

Source: State Special Education Data Report

December 1, 2017 Child Count

	LEA (12/1/17 data)	State (12/1/16 data)
Total Enrollment	3,150	1,718,530
Total Special Education Enrollment	356	283,145
Percent Special Education	11.3%	16.5%
Percent of Special Education Enrollment by Disability		
Intellectual Disabilities	3.1%	6.5%
Autism	9.8%	10.7%
Deaf-Blindness	---	0.0%
Emotional Disturbance	6.2%	8.5%
Hearing Impairment including Deafness	0.3%	1.0%
Multiple Disabilities	2.2%	1.1%
Orthopedic Impairment	---	0.2%
Other Health Impairment	21.9%	14.9%
Specific Learning Disability	34.3%	41.8%
Speech or Language Impairment	21.3%	14.7%
Traumatic Brain Injury	0.3%	0.2%
Visual Impairment including Blindness	0.6%	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. It must be noted that the State recognizes significant disproportionality as any category over 10%. Based on that determination, the OHI category is 21.9% (State at 14.9%) and Speech or Language Impairment is 21.3% (State at 14.7%). In review of the data since the creation of the last special education comprehensive plan and with a plan in place (see below) to address the area of significant disproportionality in speech and language, we have seen a reduction in the percent of students qualifying for this service. The data is as follows: (26.1% in 2013-14), (24.6% in 2014-15), (24.5% in 2015-16), (23.4% in 2016-17), and now (21.3% in 2017-18).

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, 78 students are receiving such services. In the last sixteen years, we have seen a significant increase of students qualifying under this category. 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, POTS, PANDAS) 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 in being put into place:

1. The speech and language teachers will continue to 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 revised IEP is implemented. 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. The IEP team will review the

information that is provided and will implement an IEP based on the records received and the subsequent team conversation. This revised 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, within the 60-calendar day timeline. 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.

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. Almost 60 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.

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. 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. Staff have attended several offsite trainings provided by United Way, PaTTAN, PESI, ASHA, etc. on several of these topics: trauma informed practices, autism, speech and language topics, selective mutism, yoga and mindfulness, vocabulary instruction, Read 180, and 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 Consultant staff from the CLIU especially for Indicator 13 and MTSS, 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.

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, 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.

All of the above practices have been reflective in our data. Currently, only 3.9% of Southern Lehigh students with disabilities are included less than 40 percent of the school day (State at 9.0%). For students with disabilities in other settings outside the SLSD, 3.6% of students are receiving supports and services at other sites (State at 4.9%) that are not in public school settings. 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 3.9% of Southern Lehigh students with disabilities are in settings that are not public school settings.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. 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's 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, K-6, 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/MTSS 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/MTSS model.

On the secondary level, there are school-wide incentive programs that focus on such topics as Getting Along with Others, Social Growth, Communication, Conflict Resolution, and Relationships with Others. Our MTSS continuum model is expanding to Grades 7-8 for the 2018-2019 school year. This year the middle school has been involved in professional development activities, through the CLIU#21 and PaTTAN to prepare for its implementation next school year.

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 is 1 identified student out of 356 identified students in the district, placed by the district, who are in alternative programs outside of the support programs offered through CLIU#21. This is less than 1% of our identified student population that is placed in an alternative program.

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.

Additionally, several staff have participated in school-wide positive behavior support trainings and de-escalation and restraint trainings (CPI method) through a CLIU trainer. Starting in the 2018-2019 school year, the district will be shifting this model, from CPI to Safety Care. These trainings will be occurring on a rotating basis over the next several years especially to maintain Safety Care certification.

Lastly, our district, in partnership with CLIU#21, provides a school-based partial program at our Southern Lehigh High School. This level of service, a step-down model from the CLIU#21 center-based school-based partial program, provides schools within our consortium school based mental heath programming and supports in a public high school setting. This program model provides opportunities for additional inclusive opportunities, while still receiving necessary related supports, services, and programming.

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.

During the life of this plan, the district continually reviews additional programming options to support students with disabilities in our district. One limitation in our district is the offering of a full continuum of disability supports, across various disability groups, due to the limited number of students needing the same type and level of support within a specific age span. Therefore, we have continued to partner with CLIU#21 to assist us in programming for students who need additional program, supports, and services that are not operated within our district. As mentioned, though, this remains an annual review area based on the current needs of the students. One other area that we are continually monitoring is the need for additional school-based mental health programs, supports, and services to address the on-going changing needs of some students with disabilities in our district.

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/STAR, 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 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 work 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 is 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 one of our strengths is our ongoing positive relationship with CLIU#21 and outside providers such as The Center for Humanistic Change, The Caron Foundation, and The Lehigh Valley Center for Independent Living in providing supports and services to our students with disabilities that are not available within our district.

One example of our partnership with CLIU#21 is the rooted in the number of students with disabilities that engage in Work-Based Learning opportunities in our community. 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.

We continue to implement the Special Education Procedural Manual and revise it as needed. At the time it was created a copy 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 (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
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	5
Lehigh Learning Academy	Special Education Centers	Learning Support and Emotional Support	1
IU Life Skills Support- Macungie Elementary	Neighboring School Districts	Life Skills Support	2
IU Life Skills Support- Emmaus High School	Neighboring School Districts	Life Skills Support	2
IU Multiple Disabilities Support- Catasauqua Middle School	Neighboring School Districts	Multiple Disabilities Support	2
IU-Enhanced Autism Program	Special Education Centers	Autistic Support	1
IU Multiple Disabilities Support- Parkland High School	Neighboring School Districts	Multiple Disabilities Support	1
IU Multiple Disabilities Support- Kratzer Elementary School	Neighboring School Districts	Multiple Disabilities Support	1
Lehigh Learning and Achievement School	Special Education Centers	Emotional Support	3
IU Emotional Support-Truman Elementary	Neighboring School Districts	Emotional Support	3
IU Life Skills Support-Lower Macungie	Neighboring School Districts	Life Skills Support	1
IU Autistic Support-Sheckler Elementary	Neighboring School Districts	Autistic Support	1
IU Multiple Disabilities Support- Northwestern Middle School	Neighboring School Districts	Multiple Disabilities Support	1
IU Multiple Disabilities Support- Weisenberg Elementary	Neighboring School Districts	Multiple Disabilities Support	1
IU Autistic Support-Saucon Valley High School	Neighboring School Districts	Autistic Support	1
IU Multiple Disabilities Support- Kernsville Elementary	Neighboring School Districts	Multiple Disabilities Support	2
IU Multiple Disabilities Support- Western Salisbury Elementary	Neighboring School Districts	Multiple Disabilities Support	1
IU Multiple Disabilities Support- Sheckler Elementary	Neighboring School Districts	Multiple Disabilities Support	1

Mercy Special Learning Center	Special Education Centers	Special Education	1
IU Multiple Disabilities Support-Orefield Middle School	Neighboring School Districts	Multiple Disabilities Support	1
IU Multiple Disabilities Support-Catasauqua High School	Neighboring School Districts	Multiple Disabilities Support	1
Centennial School	Approved Private Schools	Special Education	1

Special Education Program Profile

Program Position #1 - Proposed Program

> *Operator:* School District

> **PROPOSED PROGRAM INFORMATION**

>> *Type:* Class

>> *Implementation Date:* August 29, 2016

> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	5	1
Locations:				
Hopewell Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

> *Operator:* School District

> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	10	1
Locations:				
Liberty Bell Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

> *Operator:* School District

> **PROPOSED PROGRAM INFORMATION**

>> *Type:* Class and Position

>> *Implementation Date:* August 29, 2016

> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	8	1
Locations:				

Lower Milford Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	7	0.5
Justification: learning support teacher only- no longer life skills in addition to learning support- in effect for the 17-18SY				
Locations:				
Joseph P. Liberati Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 12	6	0.5
Justification: learning support teacher only- no longer life skills in addition to learning support-in effect for the 17-18SY				
Locations:				
Joseph P. Liberati	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	14	1
Locations:				
Joseph P. Liberati Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	14	1
Locations:				
Joseph P. Liberati Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	13	1
Locations:				
Joseph P. Liberati Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

     Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	11	1
Locations:				
Joseph P. Liberati Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

     Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	13	1
Locations:				
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10

     Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	8	1
Locations:				
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11

     Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.5
Locations:				
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	1	0.5
Locations:				
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	14	1
Locations:				
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program
>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Class
>>*Implementation Date:* August 27, 2018
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	11	1
Locations:				
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	13	1
Locations:				
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	1
Locations:				

Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 20	11	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.				
Locations:				
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	14	1
Locations:				
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	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.				
Locations:				
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	1
Locations:				
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	1
Locations:				
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21

  Operator: School District

  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	12	1
Locations:				
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22

  Operator: School District

  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	17	1
Locations:				
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

  Operator: School District

  PROPOSED PROGRAM INFORMATION

    Type: Class

    Implementation Date: July 1, 2014

  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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.				
Locations:				
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	1	0.25
Locations:				
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

    Type: Class

    Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	28	0.8
Locations:				
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	6	0.2
Locations:				
Joseph P. Liberati Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25

    Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	26	0.5
Locations:				
Liberty Bell Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 11	4	0.45
Locations:				
Joseph P. Liberati Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	1	0.05
Locations:				
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

    Operator: School District

PROPOSED PROGRAM INFORMATION

    Type: Position

    Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 10	11	0.75
Locations:				
Joseph P. Liberati Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 13	2	0.25
Locations:				
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #27

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	18	1
Locations:				
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Southern Lehigh School District	1
School Psychologist	Liberty Bell Elementary	0.5
School Psychologist	Hopewell Elementary	0.5
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	38
Instructional Assistants 1:1	District Wide- across various buildings	8
School Counselor	Hopewell Elementary	0.5

School Counselor	Liberty Bell Elementary	0.5

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
Work Based Learning	Intermediate Unit	5 Days
Physical Therapy	Intermediate Unit	2 Hours
Occupational Therapy- COTA	Intermediate Unit	35 Hours
Orientation and Mobility Services	Intermediate Unit	3 Hours
Vision Services	Intermediate Unit	1 Hours
Life Skills Support	Intermediate Unit	5 Days
Occupational Therapy- Occupational Therapist	Intermediate Unit	7 Hours
Deaf/Hard of Hearing Services	Intermediate Unit	2 Hours

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:
Four out of five of Southern Lehigh School District's schools scored within the green or light blue level for School Performance Profile Schools for 2017, demonstrating consistent performance on standardized measures of student performance.

Accomplishment #2:
The Southern Lehigh School District has committed resources to supporting the academic, athletic, and artistic development of students, providing varied opportunities for students to grow and succeed.

Accomplishment #3:
The Southern Lehigh School District has been recognized for unique and innovative programs that serve students, including (but not limited to) a Spanish Immersion Program, a Chinese Language Program, and a K-12 one-to-one initiative that supports access to technology by students and staff.

District Concerns

Concern #1:
Stakeholders in the Southern Lehigh School District indicate a desire/need for more effective use of technology resources as a teaching and learning tool.

Concern #2:

Stakeholders in the Southern Lehigh School District indicate a desire/need for additional focus on/resources for social and emotional learning opportunities for students.

Concern #3:

School and district-level data, along with stakeholder feedback, indicates the need to implement strategies to ensure the engagement and success of all students in school programs and district curriculum.

Concern #4:

Stakeholders in the Southern Lehigh School District have expressed the desire/need to engage all staff members in the mission and vision of the district.

Concern #5:

Stakeholders in the Southern Lehigh School District have expressed the desire/need to update facilities to meet changes in programmatic and community requirements.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #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:

Stakeholders in the Southern Lehigh School District indicate a desire/need for additional focus on/resources for social and emotional learning opportunities for students.

School and district-level data, along with stakeholder feedback, indicates the need to implement strategies to ensure the engagement and success of all students in school programs and district curriculum.

Stakeholders in the Southern Lehigh School District have expressed the desire/need to engage all staff members in the mission and vision of the district.

Stakeholders in the Southern Lehigh School District have expressed the desire/need to update facilities to meet changes in programmatic and community requirements.

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

Aligned Concerns:

Stakeholders in the Southern Lehigh School District indicate a desire/need for more effective use of technology resources as a teaching and learning tool.

Stakeholders in the Southern Lehigh School District indicate a desire/need for additional focus on/resources for social and emotional learning opportunities for students.

School and district-level data, along with stakeholder feedback, indicates the need to implement strategies to ensure the engagement and success of all students in school programs and district curriculum.

Systemic Challenge #3 *(Guiding Question #10)* **Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.**

Aligned Concerns:

Stakeholders in the Southern Lehigh School District indicate a desire/need for more effective use of technology resources as a teaching and learning tool.

Stakeholders in the Southern Lehigh School District indicate a desire/need for additional focus on/resources for social and emotional learning opportunities for students.

School and district-level data, along with stakeholder feedback, indicates the need to implement strategies to ensure the engagement and success of all students in school programs and district curriculum.

Stakeholders in the Southern Lehigh School District have expressed the desire/need to engage all staff members in the mission and vision of the district.

Systemic Challenge #4 *(Guiding Question #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:

Stakeholders in the Southern Lehigh School District indicate a desire/need for more effective use of technology resources as a teaching and learning tool.

Stakeholders in the Southern Lehigh School District indicate a desire/need for additional focus on/resources for social and emotional learning opportunities for students.

School and district-level data, along with stakeholder feedback, indicates the need to implement strategies to ensure the engagement and success of all students in school programs and district curriculum.

Systemic Challenge #5 *(Guiding Question #1)* **Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.**

Aligned Concerns:

Stakeholders in the Southern Lehigh School District indicate a desire/need for more effective use of technology resources as a teaching and learning tool.

Stakeholders in the Southern Lehigh School District indicate a desire/need for additional focus on/resources for social and emotional learning opportunities for students.

School and district-level data, along with stakeholder feedback, indicates the need to implement strategies to ensure the engagement and success of all students in school programs and district curriculum.

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:

Curricular Cycle for Excellence
Description:
The Southern Lehigh School District will fully implement a *Cycle for Curricular Excellence (CCE)* to ensure continuous review and advancement of standards-based curriculum through a systematic process. It is defined by four phases: (1) Needs Assessment, (2) Development and Planning, (3) Implementation, and (4) Monitoring. Academic content areas progress through the *CCE* by completing work outlined by each phase.

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

Implementation Steps:

Effective Instructional Practices across All Classrooms
Description:
As part of the Curricular Cycle of Excellence, instructional strategies pertinent to the curricular area in development will be evaluated. Instructional strategies that ensure student learning and demonstration of success will be identified and incorporated into classroom practices. In addition, the district will engage in systematic evaluation of programs (i.e., Spanish Immersion, Technology 1:1) to reinforce excellence and recommend improvement.

Start Date: 7/1/2019   **End Date:** 6/30/2021
Program Area(s): Professional Education, Educational Technology
Supported Strategies:

- Curricular Cycle for Excellence

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 ensure 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:

Curricular Cycle for Excellence
Description:
The Southern Lehigh School District will fully implement a *Cycle for Curricular Excellence (CCE)* to ensure continuous review and advancement of standards-based curriculum through a systematic process. It is defined by four phases: (1) Needs Assessment, (2) Development and Planning, (3) Implementation, and (4) Monitoring. Academic content areas progress through the *CCE* by completing work outlined by each phase.

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

Implementation Steps:

Effective Instructional Practices across All Classrooms
Description:
As part of the Curricular Cycle of Excellence, instructional strategies pertinent to the curricular area in development will be evaluated. Instructional strategies that ensure student learning and demonstration of success will be identified and incorporated into classroom practices. In addition, the district will engage in systematic evaluation of programs (i.e., Spanish Immersion, Technology 1:1) to reinforce excellence and recommend improvement.
Start Date: 7/1/2019   **End Date:** 6/30/2021
Program Area(s): Professional Education, Educational Technology
Supported Strategies:

- Curricular Cycle for Excellence

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, and 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:

Curricular Cycle for Excellence
Description:
The Southern Lehigh School District will fully implement a *Cycle for Curricular Excellence (CCE)* to ensure continuous review and advancement of standards-based curriculum through a systematic process. It is defined by four phases: (1) Needs Assessment, (2) Development and Planning, (3) Implementation, and (4) Monitoring. Academic content areas progress through the *CCE* by completing work outlined by each phase.

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

Professional Development
Description:
The Southern Lehigh School district will re-envsion a professional development system that ensures all district employees have access to high quality professional learning opportunities that are differentiated, promote research-based strategies, encourage collaboration, and provide opportunities for job embedded skill enhancement. Professional development planning will focus on the four areas of learner-centered programming; safe, secure and supportive schools; social/emotional development; and diversity/equity/inclusion.

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

Pathways of Support for Students

Description:

The Southern Lehigh School District will develop a K-12 continuum of social and emotional learning based upon articulated and coordinated programs, supports, and services.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Effective Instructional Practices across All Classrooms

Description:

As part of the Curricular Cycle of Excellence, instructional strategies pertinent to the curricular area in development will be evaluated. Instructional strategies that ensure student learning and demonstration of success will be identified and incorporated into classroom practices. In addition, the district will engage in systematic evaluation of programs (i.e., Spanish Immersion, Technology 1:1) to reinforce excellence and recommend improvement.

Start Date: 7/1/2019   **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curricular Cycle for Excellence
- Professional Development

Social Emotional Learning Programs, Supports, and Services

Description:

Develop an articulated K-12 system of social emotional learning programs, supports and services that developmentally meet the needs of students from a tiered perspective.

Start Date: 7/1/2019   **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Professional Development
- Pathways of Support for Students

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
Description:
The Southern Lehigh School district will re-envsion a professional development system that ensures all district employees have access to high quality professional learning opportunities that are differentiated, promote research-based strategies, encourage collaboration, and provide opportunities for job embedded skill enhancement. Professional development planning will focus on the four areas of learner-centered programming; safe, secure and supportive schools; social/emotional development; and diversity/equity/inclusion.

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

Pathways of Support for Students
Description:
The Southern Lehigh School District will develop a K-12 continuum of social and emotional learning based upon articulated and coordinated programs, supports, and services.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Professional Development Offerings
Description:
The district will re-design professional development offerings and structures to ensure that all staff are engaged in learning opportunities that align within the focus areas of learner-centered programming; safe, secure and supportive schools; social/emotional development; diversity/equity/inclusion.
Start Date: 7/1/2019   **End Date:** 6/30/2021
Program Area(s): Professional Education, Teacher Induction

Supported Strategies:
- Professional Development

Social Emotional Learning Programs, Supports, and Services
Description:
Develop an articulated K-12 system of social emotional learning programs, supports and services that developmentally meet the needs of students from a tiered perspective.
Start Date: 7/1/2019   **End Date:** 6/30/2021
Program Area(s): Student Services
Supported Strategies:
- Pathways of Support for Students

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:

Pathways of Support for Students
Description:
The Southern Lehigh School District will develop a K-12 continuum of social and emotional learning based upon articulated and coordinated programs, supports, and services.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Communication and Community Engagement
Description:
The Southern Lehigh School District will establish a communication and community engagement system that ensures consistent, accurate, and relevant information flows between internal and external district stakeholders.
SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Social Emotional Learning Programs, Supports, and Services
Description:
Develop an articulated K-12 system of social emotional learning programs, supports and services that developmentally meet the needs of students from a tiered perspective.
Start Date: 7/1/2019   **End Date:** 6/30/2021
Program Area(s): Student Services
Supported Strategies:

- Pathways of Support for Students

Professional Development Offerings
Description:
The district will re-design professional development offerings and structures to ensure that all staff are engaged in learning opportunities that align within the focus areas of learner-centered programming; safe, secure and supportive schools; social/emotional development; diversity/equity/inclusion.
Start Date: 7/1/2019   **End Date:** 6/30/2021
Program Area(s): Professional Education, Teacher Induction
Supported Strategies:

- Pathways of Support for Students

Engaging the Southern Lehigh Community
Description:
The Southern Lehigh School District will engage students, staff, families, community organizations, businesses, and service providers in district activities and communications to facilitate their participation in our mission and vision.
Start Date: 7/1/2019   **End Date:** 6/30/2021
Program Area(s):
Supported Strategies:

- Communication and Community Engagement

Appendix: Professional Development Implementation Step Details

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

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28-day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Emily Gehman on 4/26/2018

Board President

Affirmed by Kathleen Evison on 4/25/2018

Superintendent/Chief Executive Officer