

Southern Lehigh SD  
**Special Education Plan Report**  
07/01/2014 - 06/30/2017

# District Profile

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## Demographics

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

## Planning Committee

Name	Role
Ellen Baca	Parent
Andria Buchman	Special Education Director/Specialist
Leah M. Christman	Administrator
Nate Davidson	Administrator
Kelly Dougherty	Elementary School Teacher - Regular Education
David Dougherty	Secondary School Teacher - Special Education
Katie Wechtler	Elementary School Teacher - Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 364

### *Identification Method*

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

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

## ***Enrollment***

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities. The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

### **Southern Lehigh SD Enrollment (School Age)**

**Source: SPP Data Special Education Data Report**

**December 1, 2011 Child Count**

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

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

Based on the above data, the Southern Lehigh School District has two areas of disproportionality in the categories of Other Health Impairment (OHI) and Speech or Language Impairment (OHI). It must be noted that the State recognizes significant disproportionality as any category over 10%. Based on that determination, the OHI category is 12.4 % (State at 10.1%) and Speech or Language Impairment is 22% (State at 16.2%).

In review of the data, our speech and language needs have risen steadily since the 2002-2003 school year. In the 2002-2003 school year, there were 49 students being serviced for speech and language, while in the 2013-2014 school year 93 students are receiving these services. We have seen an uptick in the services being needed within the last three years as we have had an average of 81 students with disabilities receive speech or language services in our district. In part, the district has also experienced an increase in the number of students transitioning to school age programs from early intervention programs where we reached an all-time high of 23 students transitioning to school-age programs in the 2013-2014 school year.

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

***Non-Resident Students Oversight***

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

**Facility Name:**

Mount Trexler Manor

**Provider of Educational Services:**

Southern Lehigh School District

**Number of Students Receiving Services as of December 1st:**

0

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

### *Incarcerated Students Oversight*

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

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

Communication is ongoing regarding students in the Southern Lehigh School District who might be involved in illegal activity and subsequently incarcerated. If the student is placed in Lehigh County Detention Center located in Allentown, the district is in contact with CLIU who provides educational services there. While the student is placed in the detention center, education is provided there by CLIU personnel. This occurs whether the student is an identified or non-identified special education student. If the student is an identified special education student, then special education records are shared with the CLIU in order for the CLIU to provide appropriate educational services to that student while he/she is in the detention center.

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

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

### *Least Restrictive Environment*

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

Southern Lehigh School District is committed to providing educational supports and programs for students with disabilities in the most appropriate inclusive setting that facilitates meaningful participation in the general education classroom setting. Sixty-seven percent of our students with disabilities receive their education with non-disabled peers. The removal of a student from the general education environment occurs only when the education in that setting, with supplementary aids and services, cannot be satisfactorily achieved. When a student's instructional level is far below grade level, specific reading, writing and mathematics interventions are selected based on the specific needs of the student and his/her current instructional level. The IEP team determines where that instruction will take place. It is important to note that all IEP teams have been trained to consider the general education setting with supports and services as the first consideration. This is further articulated in the special education procedures manual. Placement for a student with disabilities is only determined at the end of an IEP meeting. Regardless of a student's current placement, when designing a new annual IEP, the IEP team reviews the student's data and specially designed instruction carefully and discusses additional inclusionary opportunities for the student. Additional staffing, if needed to support a student, can always be considered.

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



The district operates programs for students who need both learning support and emotional support. Even though the name of the program may be a learning support program, the students supported within that program range from students who have been identified with specific learning disabilities to students who have been identified with Autism (Asperger's Syndrome, PDD), intellectual disability (ID), etc. Every special education class is composed of students requiring varying levels of support and individualized amounts of time in the special education classroom. As the student moves from grade to grade and academic demands may increase or decrease, the IEP team determines whether the actual time in a special education classroom needs to change based on the supplementary aids and services that may be provided, or considered, and the needs of the student. In order to meet our Least Restrictive Environment (LRE) goals, many of our students are educated in co-taught classes. This allows many of our students with disabilities to benefit from the strengths of both the general and special education teacher. The general education teacher is the expert in knowing the content of the curriculum; the special education teacher is the expert in modifications and adaptations to the curriculum. All students, whether identified or not identified, benefit from the co-taught setting.

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

When the IEP team determines that it can no longer support a student with disabilities in the least restrictive setting successfully, even with additional supplementary aides supports and services, then the IEP team makes a recommendation for more restrictive programming. Parents are an integral part of the IEP team and are included in the decision making process. If needed, once a student is placed in a more restrictive setting, the goal is always to return to his/her home school. There are some students, for whatever reason, who do choose to remain in the more restrictive setting even when the IEP team recommends that they return to their home school. Only 2% of Southern Lehigh students with disabilities are in settings that are not public school settings.

All of the above practices have been reflective in our data. While in the 2011-2012 school year, 59.3% of students with disabilities were included 80% or more of the school day in the general education setting (below the state target) and 5.2% of students with disabilities were included less than 40% of the day in the general education setting. During the 2012-2013 school year, 61.5 % of our students with disabilities were included 80% or more in the general education setting (at state

target) and 3.7% of our students with less than 40% in general education setting were included. The data for students placed out of our district is at 15 students for the 12-13 school year. These students are only placed in these settings based on all the indicators mentioned above. Four students are in a high school life skills program, and due to their age and closeness to aging out, do not want to return back to their district. Our data for special education students in other settings is well below the State SPP target. We have made strides in all areas and are proud of our accomplishments.

### *Behavior Support Services*

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

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

The Superintendent and/or his/her designees are authorized to carry out the requirements of this policy and are responsible for ensuring that this policy is implemented in compliance with the IDEA and its implementing regulations. The Superintendent and/or his/her designees shall develop administrative guidelines to implement this policy and appropriate behaviors support activities including the training of personnel for the use of specific procedures, methods, and techniques. The following terms, when used in this section, have the following meanings unless the context clearly indicates otherwise:

1. Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.
2. Behavior support - the development, change, and maintenance of selected behaviors through the systematic application of positive behavior change techniques.
3. Positive behavior support plan - a plan for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual eligible young child'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 use school-wide positive behavior supports (SWPBS) to teach, encourage, and promote positive behavior in the common areas of the school and outside the classroom. For example, students use the "High Five" model as they work together and play together: Be responsible, Be respectful, Be kind, Be ready, Be your best! Children learn what these characteristics look like in the hall, cafeteria, and across the building. Many teachers have developed and implemented their own positive classroom behavior systems as well. A focus of the building RTI teams has been to examine and revamp their school-wide positive behavior support programs at the elementary level based on the core components of the RTI model.

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

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

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

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

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

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

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

The district works with different agencies in order to support students with many different needs. Those agencies include MH/MR, Children & Youth, Juvenile Probation, the Intermediate Unit and

different provider agencies both within Lehigh County (e.g., KidsPeace) and outside of Lehigh County. The district works with hospitals in the area as well as outside of the area. The district, in collaboration with the agencies, has been successful over the years in finding appropriate placements for its students.

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

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

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Southern Lehigh School District is committed to meeting the needs of all of our students. This includes students who are identified as needing special education services and those students who do not need special education services and supports. The school district is comprised of a group of professionals who have a wide variety of experiences and talents. These professionals go above and beyond in order to meet the many different needs of our students. The willingness on the part of the professional staff to give up their time early in the morning and at the end of the day in order to work with students individually and in small groups is truly commendable. Our district is also very data-driven within the general education and special education classroom settings. We utilize progress monitoring tools, such as Dibels/Aimsweb/PVAAS, to assist us in making instructional decisions to support the students in the classroom settings and to ensure that students are showing progress on IEP goals. Staff 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 in supporting students with disabilities in the areas of self-advocacy and independence. As our middle school is only for students in grades 7 and 8, the middle school teachers have a challenging job transitioning the students from the intermediate level as sixth graders and spending two years with them preparing them to meet the demands at the high school level. In order to be as successful as we are, it takes the orchestrated efforts of our middle school and high school staff to team, collaborate, and support each other to make the transition successful for our students. Additionally, the teachers, guidance counselors, and school psychologists at these levels create lessons and support groups to teach students independence and self-advocacy skills. We believe that this is one of the reasons why our students transition so well to the high school level.



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

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

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

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

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

# Assurances

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## Special Education Assurances

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

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

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

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

## Least Restrictive Environment Facilities

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

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	8	1

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Liberty Bell Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	10	1

### Program Position #3

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Milford Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	6	1

### Program Position #4

*Operator:* School District

#### PROGRAM SEGMENTS

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

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Joseph P. Liberati Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	12	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Joseph P. Liberati Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	7	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Joseph P. Liberati Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	12	1

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

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

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

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

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

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

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

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

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

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

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	8	1

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

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

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

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

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

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



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

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

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

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

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

**Program Position #19***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #20***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #21***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #22***Operator: School District***PROGRAM SEGMENTS**

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

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

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

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

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

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Liberty Bell Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 9	22	0.5
Joseph P. Liberati Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 13	15	0.45
Southern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 18	1	0.05

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

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

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

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

**Special Education Support Services**

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
Director of Special Education	Southern Lehigh School District	1
School Psychologist	Liberty Bell Elementary	0.8
School Psychologist	Lower Milford Elementary	0.4
School Psychologist	Hopewell Elementary	0.8
School Psychologist	Joseph P. Liberati Intermediate School	1
School Psychologist	Southern Lehigh Middle School	1
School Psychologist	Southern Lehigh High School	1
School Counselors	Joseph P. Liberati Intermediate School	1
School Counselors	Southern Lehigh Middle School	1
School Counselors	Southern Lehigh High School	3
Behavior Specialist	Southern Lehigh Middle School	1
Behavior Specialist	Southern Lehigh High School	1
Instructional Assistants	District Wide- across various buildings	27
Instructional Assistants 1:1	District Wide- across various buildings	15
Personal Care Assistant	Lower Milford Elementary	1

## Special Education Contracted Services

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

# District Level Plan

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## Special Education Personnel Development

### Autism

<p><b>Description</b></p>	<p><b>Session Description:</b> This professional development session will provide research-based instructional strategies to promote the success of students with autism in the general education classroom setting. Specifically, select general and special education teachers and paraprofessionals will learn instructional strategies such as: self monitoring to monitor classroom behaviors, motivational strategies, group contingencies, mystery motivators, and positive parent communication strategies. (Two sessions will be offered each year)</p> <p><i>* Evidence of Change: 1) Individuals will be able to imbed these strategies in their respective classroom settings, 2) Increase student motivation in the classroom by using group/individual/mystery motivators, and 3) Utilize positive parent communication strategies.</i></p> <p><b>Session Description:</b> This professional development session will provide information to general and special education teachers, paraprofessionals, and parents on creating social stories. Social stories can be a written or visual guide describing various social interactions, situations, behaviors, skills or concepts presented in positive language to result in positive behaviors. (One session will be offered each year)</p> <p><i>* Evidence of Change: 1) Individuals will be able to write one social story as demonstration of the new information and 2) Utilization of social stories in IEP goals or behavior support plans will be explored</i></p> <p><b>Session Description:</b> This professional development session will provide information on epilepsy. This session is designed to prepare teachers to recognize seizures in the classroom and to intervene effectively. The Project School Alert (PSA) Program will help individuals to: 1) recognize signs and symptoms of seizure disorders, 2) administer proper seizure first aid, 3) provide emotional support for the child with epilepsy, 4) build a favorable social climate for the child with epilepsy, and 5) teach epilepsy prevention and safety. (Two sessions will be offered each year)</p>
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	<p><i>* Evidence of Change: 1) Individuals will be able to articulate the signs and symptoms of seizure disorders, 2) Respond to a written case scenario on ways he/she would provide emotional support and first aid to the student based on that scenario, and 3) Identify ways in which this training has deepened their understanding of epilepsy.</i></p> <p><b>Session Description:</b> This professional development session will provide participants to an introduction to social thinking. Social thinking is what we do when we interact with others. Whether we are at the grocery stores, sending an email, visiting with friends we think about how others behave which in turn affects how we are going to respond. For many, social thinking is an intuitive process, but for many students with high-functioning autism difficulties in social thinking can exist. (One session will be offered each year)</p> <p><i>* Evidence of Change: 1) Individuals will be able to articulate what social thinking is and how it can be utilized in working with students with autism and 2) Individuals will be able to articulate the three main components of social thinking.</i></p>
<b>Person Responsible</b>	Mrs. Andria Deatline Buchman
<b>Start Date</b>	7/1/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	18
<b># of Participants Per Session</b>	25
<b>Provider</b>	Southern Lehigh School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Series of Workshops Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Journaling and reflecting
<b>Evaluation Methods</b>	Participant survey



## Behavior Support

<b>Description</b>	<p><b>Session Description:</b> This professional development session will provide training on non-violent crisis intervention (CPI) to select building professional staff. This is an on-going training opportunity for small cohorts of building-based staff to obtain their certification. The district currently has several teachers in each building certified in CPI. This training would provide the opportunity for additional staff to obtain their certification. Training will provide information to participants about de-escalation techniques and specific escorting and restraining techniques if a behavior becomes physical. Participants will have the opportunity to practice and demonstrate the learned strategies and techniques. (Four sessions per year: Two initial certification trainings will be offered each year and two recertification trainings will be offered each year)</p> <p><i>* Evidence of Change: 1) Individuals will be able to identify and demonstrate de-escalation techniques and 2) Individuals will be able to identify and demonstrate CPI restraint techniques.</i></p> <p><b>Session Description:</b> This professional development session will provide training on School-Wide Positive Behavior Supports to select building professional staff. The program fosters a positive school environment to enhance the school's learning environment. Currently, all but one of our K-6 buildings are trained in SWPBS. This training will be provided to the last K-6 building. Additionally, secondary will begin the training process on SWPBS in year 3 of this plan. (Two sessions will be offered each year per building)</p> <p><i>* Evidence of Change: 1) Individuals will be able to identify the components of a SWPBS program, 2) Hopewell Elementary will implement a SWPBS program within the next 3 years, and 3) A secondary school will be identified to begin training.</i></p> <p><b>Session Description:</b> This professional development session will provide training on reviewing the behavioral components of conducting a functional based assessment (FBA). More specifically, professional staff have been trained on understanding and identifying the antecedents, behavior, and consequences of a FBA, so, this training would enhance their existing knowledge in this area by focusing on identifying antecedent strategies, replacement strategies, reinforcement strategies, and determining the function of a behavior. (One session each year will be offered)</p> <p><i>* Evidence of Change: 1) Individuals will be able to identify antecedent strategies, 2) Individuals will be able to identify replacement strategies, 3)</i></p>
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	<p><i>Individuals will be able to identify reinforcement strategies, and 4) Individuals will be able to determine the function of a behavior in sample scenarios and when writing student specific FBA's.</i></p> <p><b>Session Description:</b> This professional development session will provide training to general and special education teachers, instructional assistants, and parents on Class Dojo. This computer based application assists the general and special education teacher in positively rewarding students with and without disabilities in the classroom setting. Teachers can also monitor how often (by %) they award positive praise to students. This interactive tool is a fun, efficient way to immediately provide feedback to each and every student. Additionally, parents can log on and monitor how their child is performing in class. (Three sessions with a cross-section of professional staff and parents will be offered over the three years of the plan)</p> <p><i>* Evidence of Change: 1) Individuals will be able to log on to Class Dojo and create a teacher account and 2) Individuals will be able to share with others to impact Class Dojo has in their classrooms during department meeting times.</i></p>
<b>Person Responsible</b>	Mrs. Andria Deatline Buchman
<b>Start Date</b>	7/1/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	24
<b># of Participants Per Session</b>	25
<b>Provider</b>	Southern Lehigh School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in</p>

	<p>instructional decision-making. Empowers educators to work effectively with parents and community partners.</p>
<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.</p>
<p><b>Training Format</b></p>	<p>Series of Workshops Department Focused Presentation Professional Learning Communities</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Crisis Logs, Discipline Referrals, Incident Reports</p>
<p><b>Evaluation Methods</b></p>	<p>Classroom student assessment data Participant survey CPI certification test</p>

## Paraprofessional

<p><b>Description</b></p>	<p><b>Session Description:</b> This professional development session will provide research-based instructional strategies to promote the success of students with autism in the general education classroom setting. Specifically, select general and special education teachers and paraprofessionals will learn instructional strategies such as: self monitoring to monitor classroom behaviors, motivational strategies, group contingencies, mystery motivators, and positive parent communication strategies. (Two sessions will be offered each year)</p> <p><i>* Evidence of Change: 1) Individuals will be able to imbed these strategies in their respective classroom settings, 2) Increase student motivation in the classroom by using group/individual/mystery motivators, and 3) Utilize positive parent communication strategies.</i></p> <p><b>Session Description:</b> This professional development session will provide information to general and special education teachers, paraprofessionals, and parents on creating social stories. Social stories can be a written or visual guide describing various social interactions, situations, behaviors, skills or concepts presented in positive language to result in positive behaviors. (One session will be offered each year)</p> <p><i>* Evidence of Change: 1) Individuals will be able to write one social story as demonstration of the new information and 2) Utilization of social stories in IEP goals or behavior support plans will be explored</i></p> <p><b>Session Description:</b> This professional development session will provide information on epilepsy. This session is designed to prepare teachers to recognize seizures in the classroom and to intervene effectively. The Project School Alert (PSA) Program will help individuals to: 1) recognize signs and symptoms of seizure disorders, 2) administer proper seizure first aid, 3) provide emotional support for the child with epilepsy, 4) build a favorable social climate for the child with epilepsy, and 5) teach epilepsy prevention and safety. (Two sessions will be offered each year)</p> <p><i>* Evidence of Change: 1) Individuals will be able to articulate the signs and symptoms of seizure disorders, 2) Respond to a written case scenario on ways he/she would provide emotional support and first aid to the student based on that scenario, and 3) Identify ways in which this training has deepened their understanding of epilepsy.</i></p> <p><b>Session Description:</b> This professional development session will provide</p>
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participants to an introduction to social thinking. Social thinking is what we do when we interact with others. Whether we are at the grocery stores, sending an email, visiting with friends we think about how others behave which in turn affects how we are going to respond. For many, social thinking is an intuitive process, but for many students with high-functioning autism difficulties in social thinking can exist. (One session will be offered each year)

*\* Evidence of Change: 1) Individuals will be able to articulate what social thinking is and how it can be utilized in working with students with autism and 2) Individuals will be able to articulate the three main components of social thinking.*

**Session Description:** This professional development session will provide instructional assistants serving as a 1:1 IA or PCA initial or recertification training on First Aid/CPR/AED to satisfy the requirements of the American Red Cross. (Six sessions, two sessions offered each year)

*\* Evidence of Change: Individuals will be able to pass the First Aid/CPR/AED test for certification.*

**Session Description:** This professional development session will provide instructional assistants training on confidentiality and on maintaining confidentiality in all areas- written and verbal communication and handling of student records. (One session offered each year)

*\* Evidence of Change: Individuals will pass a quiz (80% or better) on confidentiality.*

**Session Description:** This professional development session will provide training on non-violent crisis intervention (CPI) to select building professional staff. This is an on-going training opportunity for small cohorts of building-based staff to obtain their certification. The district currently has several teachers in each building certified in CPI. This training would provide the opportunity for additional staff to obtain their certification. Training will provide information to participants about de-escalation techniques and specific escorting and restraining techniques if a behavior becomes physical. Participants will have the opportunity to practice and demonstrate the learned strategies and techniques. (Four sessions per year: Two initial certification trainings will be offered each year and two recertification trainings will be offered each year)

*\* Evidence of Change: 1) Individuals will be able to identify and demonstrate*

*de-escalation techniques and 2) Individuals will be able to identify and demonstrate CPI restraint techniques.*

**Session Description:** This professional development session will provide training on School-Wide Positive Behavior Supports to select building professional staff. The program fosters a positive school environment to enhance the school's learning environment. Currently, all but one of our K-6 buildings are trained in SWPBS. This training will be provided to the last K-6 building. Additionally, secondary will begin the training process on SWPBS in year 3 of this plan. (Two sessions will be offered each year per building)

*\* Evidence of Change: 1) Individuals will be able to identify the components of a SWPBS program, 2) Hopewell Elementary will implement a SWPBS program within the next 3 years, and 3) A secondary school will be identified to begin training.*

**Session Description:** This professional development session will provide training to general and special education teachers, instructional assistants, and parents on Class Dojo. This computer based application assists the general and special education teacher in positively rewarding students with and without disabilities in the classroom setting. Teachers can also monitor how often (by %) they award positive praise to students. This interactive tool is a fun, efficient way to immediately provide feedback to each and every student. Additionally, parents can log on and monitor how their child is performing in class. (Three sessions with a cross-section of professional staff and parents will be offered over the three years of the plan)

*\* Evidence of Change: 1) Individuals will be able to log on to Class Dojo and create a teacher account and 2) Individuals will be able to share with others to impact Class Dojo has in their classrooms during department meeting times.*

**Session Description:** This professional development session will provide information to parents on the Keystone assessments. Specifically, this session will provide parents of students with disabilities information on Keystones and how it impacts a student's graduation status. This session will be provided in conjunction with the Southern Lehigh High School freshman orientation as a break-out session. (One session will be offered each year)

*\* Evidence of Change: 1) Individuals will be able learn more about the Keystone examinations and its impact on students with disabilities and 2) Parents will be able to ask questions of central office and building administrators.*

	<p><b>Session Description:</b> This professional development session will provide instructional assistants and parents information on post-secondary transition planning. (Webinar available to parents and other professionals on Special Education Department website- ongoing)</p> <p><i>* Evidence of Change: 1) Individuals will be able to view post-secondary transition information on the special education department website and 2) Identify components of a transition plan for students with disabilities and the resources that are available to students and parents.</i></p> <p><b>Session Description:</b> This professional development session will provide information to parents and professional staff on supporting students with disabilities on how their differences make them unique and special. This session will provide guidance and support to parents on strategies in talking with their child on how everyone is born with different strengths and weaknesses and provide ways to talk to their child about their disability and how it impacts their learning. (One session will be offered each year)</p> <p><i>* Evidence of Change: Individuals will be able to learn specific coping and learning strategies to support students/children with disabilities.</i></p> <p><b>Session Description:</b> This professional development session will provide strategies to promote self-determination and self-advocacy skills with students on the autistic spectrum. General and special education teachers, instructional assistants, and parents will learn specific strategies to assist and support students with autism. (One session will be offered each year)</p> <p><i>* Evidence of Change: 1) Individuals will learn ways to teach students self-determination skills and 2) Strategies to teach self-advocacy skills in a resource room setting.</i></p>
<b>Person Responsible</b>	Mrs. Andria Deatline Buchman
<b>Start Date</b>	7/1/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	63
<b># of Participants Per Session</b>	25
<b>Provider</b>	Southern Lehigh School District

<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Series of Workshops Department Focused Presentation
<b>Participant Roles</b>	Paraprofessional New Staff
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Journaling and reflecting
<b>Evaluation Methods</b>	Participant survey



## Reading NCLB #1

<p><b>Description</b></p>	<p><b>Session Description:</b> This professional development session will provide information and training on the PA Common Core and instructional strategies that can be utilized in the general education classroom setting to support students with disabilities. Specifically, trainings will focus on vocabulary instruction and ways in which vocabulary instruction can be imbedded in content area instruction especially in co-taught classroom settings. (One session will be offered each year)</p> <p><i>* Evidence of Change: 1) Individuals will be able to identify the tiers of vocabulary words and 2) Individuals will be able to identify ways in teaching vocabulary instruction in their classroom settings.</i></p> <p><b>Session Description:</b> This professional development session will provide information and training on the PA Common Core and electronic resources, including BookShare and text to speech, that can be utilized in the general education classroom setting to support students with disabilities. Specifically, these online resources can go across various textbooks selected. (One session will be offered each year)</p> <p><i>* Evidence of Change: 1) Individuals will be able log on to BookShare to see the resources available, 2) Utilize text to speech with a selected text, and 3) Discuss and explore other online resources</i></p> <p><b>Session Description:</b> This professional development session will provide information and training on the PA Common Core and instructional strategies that can be utilized in the general education classroom setting to support students with disabilities. Specifically, strategies to support students with disabilities during whole group reading instruction in the general education classroom setting will be shared (One session will be offered each year)</p> <p><i>* Evidence of Change: 1) Individuals will be able to identify a specific strategy that would assist a student with disabilities in several written scenarios.</i></p> <p><b>Session Description:</b> This professional development session will provide an initial or refresher session on the Read Naturally intervention program. Utilizing all program resources, including I-Pad and laptops, for instruction and progress monitoring will be explored. (One session will be offered each year)</p> <p><i>* Evidence of Change: 1) Individuals will be trained on the Read Naturally Intervention Program and 2) Individuals will be able to determine if a student</i></p>
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	<i>made progress on the intervention based on several student scenarios.</i>
<b>Person Responsible</b>	Mrs. Andria Deatline Buchman
<b>Start Date</b>	7/1/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	25
<b>Provider</b>	Southern Lehigh School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Series of Workshops

	Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers Paraprofessional New Staff Other educational specialists Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
<b>Evaluation Methods</b>	Participant survey

## Transition

<p><b>Description</b></p>	<p><b>Session Description:</b> This professional development session will provide information to parents on the Keystone assessments. Specifically, this session will provide parents of students with disabilities information on Keystones and how it impacts a student's graduation status. This session will be provided in conjunction with the Southern Lehigh High School freshman orientation as a break-out session. (One session will be offered each year)</p> <p><i>* Evidence of Change: 1) Individuals will be able learn more about the Keystone examinations and its impact on students with disabilities and 2) Parents will be able to ask questions of central office and building administrators.</i></p> <p><b>Session Description:</b> This professional development session will provide instructional assistants and parents information on post-secondary transition planning. (Webinar available to parents and other professionals on Special Education Department website- ongoing)</p> <p><i>* Evidence of Change: 1) Individuals will be able to view post-secondary transition information on the special education department website and 2) Identify components of a transition plan for students with disabilities and the resources that are available to students and parents.</i></p> <p><b>Session Description:</b> This professional development session will provide information to parents and professional staff on supporting students with disabilities on how their differences make them unique and special. This session will provide guidance and support to parents on strategies in talking with their child on how everyone is born with different strengths and weaknesses and provide ways to talk to their child about their disability and how it impacts their learning. (One session will be offered each year)</p> <p><i>* Evidence of Change: Individuals will be able to learn specific coping and learning strategies to support students/children with disabilities.</i></p> <p><b>Session Description:</b> This professional development session will provide strategies to promote self-determination and self-advocacy skills with students on the autistic spectrum. General and special education teachers, instructional assistants, and parents will learn specific strategies to assist and support students with autism. (One session will be offered each year)</p> <p><i>* Evidence of Change: 1) Individuals will learn ways to teach students self-determination skills and 2) Strategies to teach self-advocacy skills in a resource</i></p>
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	<i>room setting.</i>
<b>Person Responsible</b>	Mrs. Andria Deatline Buchman
<b>Start Date</b>	7/1/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	25
<b>Provider</b>	Southern Lehigh School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers School counselors Paraprofessional

	New Staff Other educational specialists Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
<b>Evaluation Methods</b>	Participant survey

# Special Education Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Chief School Administrator*