
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Special Education Report Friday, January 06, 2012 (Last Approved: Thursday, July 07, 2011)

Entity: Southern Lehigh SD
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School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Southern Lehigh SD	Carbon-Lehigh IU 21	Joseph Liberati	6	3063	374

District Special Education Contact:

Name	Title	Phone	Fax	Email
Scot Engler	Director of Special Education	610-282-3121	610-282-0193	englers@slsd.org

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Bausher, Amy	HS Language Arts Teacher	Secondary School Teacher	SLSD Administration
Beitler, Ian	HS Teacher	Secondary School Teacher	SLSD Administration
Engler, Scot	Director of Special Education	Administrator	Superintendent
Lehtinen, Jaana	School Psychologist	Ed Specialist - School Psychologist	SLSD Administration
Miller, Matt	Special Education Teacher	Special Education Teacher	SLSD Administration
Rabenold, Karen	Parent	Parent	SLSD Administration
Rice, Brynne	School Psychologist	Ed Specialist - School Psychologist	SLSD Administration
Schultheis, Patricia	Special Education Teacher	Special Education Teacher	SLSD Administration
Strong, Cotie	Southern Lehigh High School	Ed Specialist - School Psychologist	SLSD Administration

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

Current Program Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs for students with disabilities:

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 District provides an array of inclusionary supports and co-teaching. 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 in both the middle school and high school 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 sixth grade. This may be in the form of paraprofessional or special education teacher support in classes at different times of the day.

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

We provide exceptional transition planning for our students in special education from one level to another level, i.e., elementary to middle school and middle school to high school. Meetings occur between teachers at different levels in order to discuss student's individual strengths and needs. Additionally, students go to their new buildings in May 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 had 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. This process allows the teachers to meet incoming students so that they have some knowledge of the student's strengths and areas of need.

A current area of focus is to provide a life skills program within the district. While still in the planning stages it is anticipated that we will have a program in grades 4, 5, and 6 for the 2011-12 school year. With the number of students needing this type of support increasing, the intention is to have a K to 12 continuum of services for these students over the next few years.

Our students benefit from the increased use of the Work Based Learning program operated by IU 21. 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 significantly impaired students 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.

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, our focus is on the success of all students.

Identifying Students with Learning Disabilities

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

The Southern Lehigh School District uses both the discrepancy model as well as the Response to Intervention Model in identifying students with specific learning disabilities. As part of universal screening at the elementary level, all students are administered DIBELS reading assessments three times a year. In the K-3 grades students are administered the DIBELS math assessment three times per year. Additionally, students in grades 4-6 are also administered the AIMSweb Mathematic Concepts & Applications and Mathematic Computation probes three times a year. This data is analyzed to determine those students who are not meeting grade level benchmarks according to national norms. Through a Response to Intervention & Instruction framework, students who are at-risk are placed into appropriate intervention groups to target their specific area of need. Additional data, including PSSA scores and beginning and end-year assessments, are also reviewed to determine placement in intervention. For students receiving intervention, either in reading or mathematics, progress monitoring on the student's area of need occurs biweekly. This data is frequently reviewed to determine if a student is making sufficient progress. If data indicates that a student is not making sufficient progress, the level of intervention increases from Tier 2 to Tier 3 support with adjustments in the intensity and/or type of intervention. Additional curriculum-based assessments may also be conducted at this time to further analyze student performance. If, after these changes, a student does not make sufficient progress to a goal established by the team, the team may meet with the parents to refer the student for a multidisciplinary evaluation.

After a student has been referred for a multi-disciplinary team evaluation, either by parent request or through school referral, the school psychologist begins collecting data. As part of an evaluation, parent and teacher input is collected, the psychologist reviews all records, including report cards, DIBELS, AIMSweb, and IST information, direct observations are conducted, and the child is administered assessments. Additionally, behavior rating scales are distributed to parents and teachers when there are behavior concerns. When the purpose of the evaluation is to determine whether the child exhibits a specific learning disability, curriculum-based assessments, standardized academic and cognitive assessments are administered. After reviewing and analyzing all data, it is determined if the student is achieving adequately for his/her age and meeting state-approved grade level standards and if there is a significant and meaningful discrepancy between the student's cognitive ability and academic achievement. Both of these criteria must be met in order to qualify as a student with a specific learning disability. Additionally, it must be ruled out that the academic difficulties are not due to lack of instruction, English as a second language, other medical/physical impairments, emotional/behavioral difficulties, and cultural/environmental issues.

At the middle school level, students in remedial reading classes receive progress monitoring quarterly with the QRI to track their reading achievement. At various grade levels, including the high school, students are administered the 4Sight math tests. Students at the middle school and high school continue to take the PSSA tests as prescribed by the Pennsylvania Department of Education. The information collected from these various standardized tests provide additional information when making a decision about identifying a student at the secondary level as having a learning disability.

At Southern Lehigh School District we strive to create a team approach to our decision making regarding students suspected as having a specific learning disability. We also go to great lengths

to provide comprehensive evaluations that take into consideration all aspects of a child's life and all available data regarding a student's academic abilities.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Not significantly disproportionate.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Mount Trexler Manor	Southern Lehigh School District	3

Nonresident Students Oversight

Mt Trexler Manor, located in the Southern Lehigh School District, is a residential facility providing psychiatric treatment and rehabilitative services to persons who have demonstrated a history of aggressive, suicidal, self abusive, and other behaviors difficult to manage at a lesser level of care. Mt.Trexler Manor (MTM) has a Certificate of Compliance from the PA Dept of Welfare which is renewed annually via on-site licensing inspections.

Students are admitted to the facility based on psychiatric impairment and willingness to participate in treatment. The average length of stay is 1 1/2 to 2 years and there are currently 6 school age residents. Two of these students currently have IEP's and one is undergoing an evaluation by the District. There are currently no students with Chapter 15 service agreements.

Southern Lehigh School District (SLSD), in collaboration with MTM staff, provide the educational services for students at MTM. Lisa Snyder-Gnasso is the primary contact for education at the facility and she is a tremendous asset in the education and special education processes for the students. She notifies SLSD when students are admitted to the facility, ensures we receive enrollment materials, and participates in all meetings.

Southern Lehigh always looks to educate Mt Trexler students in the least restrictive environment. We have had several students successfully attend programming at Southern Lehigh High School and most recently one of these students participated on the high school football team. Even with the excellent collaboration between the district and Mt. Trexler, some students receive instruction in the home due to their significant mental health issues and the medical necessity for such a restrictive program.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs as of Dec 1
none	N/A	0

Incarcerated Students Oversight

Describe the system of oversight the School 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 is notified by various correctional facilities when a student is detained. Appropriate records are issued to the facility and all students receive a free and appropriate public education.

Least Restrictive Environment 34 CFR §300.114

Ensuring Maximum Integration

Describe the School District's 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 regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily (P.L.105-17, 612(5)(B): Describe how the school 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 LRE. (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance through PDE/PaTTAN, or other public or private agencies.

Indicator 5: Educational Environment:

LRE (Least Restrictive Environment) Data:

Special Education Inside Regular Class 80% or more

SLSD- 60.1%

State-61%

Special Education Inside Regular Class <40%

SLSD-3.9%

State-9.6%

Special Education in Other Settings

SLSD- 4.7%

State- 4.3%

The Special Education Data Report indicates that, to the maximum extent possible, Southern Lehigh is educating students in the least restrictive environment and with non-disabled peers. Southern Lehigh School District is committed to providing educational programs for students with disabilities in the most appropriate inclusive setting that facilitates participation in the general education program. The removal of a student from the regular education environment occurs only when the education in that setting with supplementary aids and services cannot be satisfactorily achieved.

In order to promote the Least Restrictive Environment (LRE), most of our students are educated in co-taught classes at both our middle and high schools. This allows many students with disabilities to benefit from the strengths of both the regular and special education teacher. The regular education teacher is the expert in knowing the content of the curriculum; the special education teacher is the expert in modifications and adaptations to the curriculum. All students, whether identified or not identified, benefit from the co-taught setting.

The IEP teams determine the different types of supplementary aids and services that are needed in order to support students with disabilities in the general education setting. The District uses such services as 1:1 instructional aides, 1:1 nursing services, bus monitors, and multiple and increasing assistive technologies including Kurzweil, Proloquo2go, Inspiration, Dragon Naturally Speaking, Amigo, and the Chat PC communication device. 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 program. The District may work with IU 21 staff, attend PaTTAN trainings, work with outside consultants, or send staff to conferences in order to educate them on the latest techniques. Training in the areas of autism spectrum disorders, co-teaching, use of assistive technology and others have all been used in order to give our staff the skills they need in order to work with all of our students. Some of our staff have also gone to observe successful programs in other districts to bring back observed best practices to our district.

When the IEP team determines that it can no longer support a student with disabilities in the least restrictive setting successfully, even with adequate supports and services, then the IEP team makes a recommendation for a more restrictive placement. Parents/guardians are an integral part of the IEP team and are included in the decision making process. Parents/guardians are encouraged to take visits to observe the more restrictive setting. Southern Lehigh staff accompanies parents/guardians to these settings. Once a student is placed in a more restrictive setting, the goal is always to return to his/her home school. It should be noted that during the past 3 years no student has been unilaterally placed by the school district.

Supplementary Aids and Services

Service/Resource	Description
Bayada Nurses	Bayada Nurses provide 1:1 nursing services for certain students.
Behavioral Counseling and Psychological Support	The District employs five school psychologists--one at every school buildings. They provide individual and small group counseling. These groups may be for Social Skills training, Anger Management, or other groups as needed. They also provide psychological services. They provide support to the IST, SAP, and RTI teams as well as support to teachers and other staff. The District also employs a behavior specialist who provides behavioral intervention support to the Emotional Support class at the high school as well as to the SAP team at the high school.
Instructional Assistants	The District employs 43 instructional assistants who are used to support special education students. Some are classroom IA's and some are 1:1

	IA's,
Lehigh Career and Technical Institute	LCTI provides technical training for students through either a one-half day or full day program including the Service Occupations Lab for students in need of functional skills, the Career Academy Program for students who are at-risk, and the Academic Center which provides a full day program of both lab and academics. Included in the Academic Center classes that have support for identified special education students.
Partnership with Carbon Lehigh Intermediate Unit	CLIU #21 provides training opportunities, instructional materials support, assistive technology support as well as a wide range of special education services, ie OT, PT, Work Based Learning, vision, hearing, audiology, etc.
Speech and Language Services	The District employs its own speech/language therapists who provide services to identified students
Supplementary Aids and Services Available to Students	<p>COLLABORATIVE: -Co-teaching in the middle school and high school - Co-teaching planning time -Professional development related to Co-Teaching -Meetings with staff to discuss specific student needs - Meetings with parents and staff to discuss specific student needs - Meetings with Assistive Technology Consultants in order to provide guided support in the use of different assistive technology</p> <p>INSTRUCTIONAL: -Modified curricular goals - Adapted/modified/alternative tests, assignments, homework -Flexible groupings -Adapted materials to match instructional level -Assistive technology -Trainings in using different types of assistive technology - Use of technology across the curriculum -Use of research based alternative curriculum -Use of study guides</p> <p>PHYSICAL: -Alternate test sites -Use of FM systems for certain students -Individualized seats, desks, materials for specific students -Adaptive equipment -Adjustments to sensory input (ie, light, sound) -Specific seating arrangements where needed</p> <p>SOCIAL/BEHAVIORAL: -Social Skills Instruction -Anger Management Instruction -Reinforcing for specific target behaviors - Individual and group counseling -Use of Positive Behavior Plans where needed</p>

LRE Data Analysis

Personnel Development Activities

Topic: The District has met its targets. The District will continue to monitor its LRE status and if it is determined that training is needed in order to support students in the least restrictive setting, that training will occur.

There are currently no trainings entered for this topic.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
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Jefferson Elementary School	Neighboring School Districts	full time life skills	5
Catasauqua High School	Neighboring School Districts	full time multiple disabilities--behavioral	2
Emmaus High School	Neighboring School Districts	full time life skills	2
Lower Macungie Middle School	Neighboring School Districts	full time life skills	3
HMS School for Children with Cerebral Palsy	Approved Private Schools	full time multiple disabilities	1
Lehigh Learning and Adjustment School	Special Education Centers	full time emotional support	4
Instruction in the Home	Instruction in the Home	multiple disabilities	1
Lehigh Career and Technical School	Other	itinerant learning support	3
William Allen High School	Neighboring School Districts	full time multiple disabilities	1
Springhouse Middle School	Neighboring School Districts	full time multiple disabilities support	1
Whitehall High School	Neighboring School Districts	Life Skills	1
Governor Wolf Elementary	Neighboring School Districts	Autistic Support	1
Buxmont	Other	Learning Support	1
Lehigh Learning Academy	Other	Learning and Emotional Support	5

Personnel Development for Improved Student Results

Personnel Development - PA NCLB Goal #1

Reflections

There are currently no reflections selected for this section.

Base Line Data

NCLB Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Indicate the baseline data, training format, participants and audience, anticipated training updates and evidence of projected percentage of improvement.

District Total in Mathematics: 57% Proficient or Advanced
District Total in Reading: 48% Proficient or Advanced

Mathematics, Proficient or Advanced:

Grade 3: 67%
Grade 4: 83%

Grade 5: 54%
 Grade 6: 61%
 Grade 7: 66%
 Grade 8: 78%
 Grade 11: 19%

Reading, Proficient or Advanced:

Grade 3: 50%
 Grade 4: 83%
 Grade 5: 33%
 Grade 6: 26%
 Grade 7: 43%
 Grade 8: 62%
 Grade 11: 33%

100% of the schools in Southern Lehigh met AYP in 2010. The district continues to utilize targeted interventions to ensure the success of the IEP student group. Aleks math and Read 180/System 44 have been added to the curriculum at great expense to assist this subgroup. Teachers have undergone extensive training to implement these programs and the students are motivated to participate.

Personnel Development Activities

Topic: Reading

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Spring/Summer 2011, 2011-12 School year, Summer 2012, 2012-13 School Year, Summer 2013, 2013-14 School year	PATTAN Staff, IU Staff, consultants who may be brought in by the District	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, New teacher induction	Our student data is monitored yearly to see if we maintain or improve our percentage of students who achieve proficient or above in reading and math. It is obvious from our current data that we are a relatively high performing school district. We work continually in order to ensure this. As the benchmarks continue to rise, we will have to work harder and smarter in order to increase our percentages of students who

achieve AYP in reading. Our District is also beginning to use the data in the Pennsylvania PVAAS Growth Standard Reports to determine if our students are making the progress that is anticipated. We also use our data warehouse system which houses individual SAT scores, AP exam scores, PSSA scores, mid term and end of year test scores of all of our students in their academic classes. This is done in order to analyze the data so that we make appropriate changes in our instruction to affect change in the specific areas that are demonstrated weakness within the different assessments. As we continue to analyze all of this data, we will need to assess if we need to add summer programs, before & after school programs, or even change our in school programs in order to address the needs of our students who do not meet the expected benchmarks. We will continue

to monitor our IEP students' PSSA scores and we will continue to make AYP based on meeting the recommended AYP benchmarks, safe harbor or PPI. The district has established the goal of a 3% increase in the number of students scoring proficient or advanced for each of the 2012, 2013, 2014 school years.

Topic: Math

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Spring/Summer 2011, 2011-12 school year, Summer 2012, 2012-13 school year, Summer 2013, 2013-14 School year	PATTAN Staff, IU Staff, Higher Education Staff, consultants hired by the district to inservice staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, Observations of other programs who demonstrate best practices	Our student data is monitored yearly to see if we maintain or improve our percentage of students who achieve proficient or above in reading and math. It is obvious from our current data that we are a relatively high performing school district. We work continually in order to ensure this. As the benchmarks continue to rise, we will continue to have to work harder and smarter in order to increase our percentages of students who

make AYP in math. Our District is also beginning to use the data in the Pennsylvania PVAAS Growth Standard Reports to determine if our students are making the progress that is anticipated. We also use our data warehouse system which houses individual SAT scores, AP exam scores, mid term and end of the year test scores of all of our students in their academic classes. This data is analyzed in order to determine if we need to make appropriate changes in our instruction to affect change in the specific areas that are demonstrated weaknesses within the different assessments. We will continue to monitor our IEP students' PSSA scores and we will continue to make AYP based on either by meeting the recommended AYP benchmarks, safe harbor or PPI. As a result of our interventions the district expects a 3% increase in the number of students scoring proficient or advanced for each of the 2012, 2013,

and 2014 school years.

Qualified Staff

Reflections

There are currently no reflections selected for this section.

Base Line Data

NCLB Goal #3: By 200502006, all students will be taught by highly qualified teachers. Indicate the baseline data, training format, participants and audience, anticipated training updates, and evidence of results projected percentage of improvement.

HIGHLY QUALIFIED:

Currently 25 out of 26 special education staff are highly qualified. It is anticipated that the line exception will receive highly qualified status by June 2011.

PARAPROFESSIONALS:

Our paraeducators participate in district offered, IU and PaTTAN sponsored trainings to increase their knowledge base. Many of our paraprofessionals are certified teachers and all complete 20 hours of training related to their assignment yearly.

Personnel Development Activities

Topic: AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Ongoing: As more and more students with autism spectrum disorders enter our school system, more teams of teachers and even entire buildings will be given	PATTAN Staff, IU Staff, Higher Education Staff, Consultants hired by the District	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, Observation of successful programs in other districts or venues.	As the numbers of students with Autism Spectrum Disorders enter our school system, there will be ongoing training that occurs each year with school teams. The goal of this training is that 100% of the students will be successful in the least restrictive

training in autism spectrum disorders. Specific teaching teams will work directly with IU consultants to appropriately program for students with Autism and Asperger's.

environment during the 2012, 2013, and 2014 school years.

Topic: ROLE OF PARAEDUCATOR: Paraeducators are required to have 20 hours of staff development annually

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
<p>Ongoing: Staff will be made aware of programs that can help them become highly qualified. This may be in the form of Praxis prep courses for different content areas or different college programs that can help them attain their HQT status. Our paraeducators will also be provided opportunities for training so they can get their 20 hours of training yearly which is now required of</p>	<p>PATTAN Staff, IU Staff, Higher Education Staff, Consultants brought on site by the district.</p>	<p>New Staff, Paraprofessional, Instructional Staff</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning</p>	<p>100% of our full time paraeducators will complete the 20 hours of training for each of the 2012, 2013, 2014 school years.</p>

them.

Topic:

There are currently no trainings entered for this topic.

Transition/Post School Outcomes

Reflections

There are currently no reflections selected for this section.

Base Line Data

NCLB Goal # 5: All students will graduate from high school. Indicate the baseline data, training format, participants and audience, anticipated training updates, and evidence of results projected percentage of improvement.

In 2009-10, Southern Lehigh students graduated at a rate of 97%, higher than both the state average of 94% and the state goal of 85%. We continually look to provide appropriate programs for all students which keeps them progressing towards graduation.

Personnel Development Activities

Topic: TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Ongoing: Staff will continue to be trained in methods and programs that keep our students successful and in school. Staff will continue to work with agencies in order to help our students transition to adult life in a	PATTAN Staff, IU Staff, Higher Education Staff, Consultants as needed.	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	Students will continue to graduate from high school with at least a 95% graduation rate for the 2012, 2013, and 2014 school years.

successful manner.

Behavior Support Services

Reflections

There are currently no reflections selected for this section.

Summarized School District Policy

Provide the school district policy of behavioral support services including but not limited to the school-wide positive behavioral supports (PBS) and how staff will be trained to implement PBS in your district.

The District has policies on Student Discipline and Behavior Support Policy. The Behavior Support Policy follows the "standards to be met and procedures to be followed" set forth in the Facilitated Self Assessment. The Behavior Support Policy focuses on positive rather than negative measures which should be the basis for any behavior support program.

Currently, our elementary schools use school-wide positive behavior support programs such as Hoopla Cares, Pride of Liberty Bell, Pouncer Pals, and "We 'R' Spartans". These school-wide programs are designed to encourage positive behaviors and social responsibility. Citizenship behaviors are intended to promote student awareness, accountability, and success across the larger school environment (in classrooms, common areas, on the playground, and during school travel).

On the secondary level, there are school-wide programs and resources such as: Student Assistance Program, peer mediation, sober smart bullying prevention, teen counseling, Center for Humanistic Change, school resource officer. These and other options focus on such topics as Getting Along with Others, Social Growth, Communication, Conflict Resolution, and Relationships with Others.

The District has a behavior specialist for each of its Emotional Support classrooms in the middle and high school. The behavior specialists have a positive influence not only in the Emotional Support classroom, but also with the students in the learning support classroom and regular education students as well.

The district also contracts with Clarity Services to provide behavior analyst services for students in need to target specific problem behaviors and assist in the development and implementation of behavior support plans.

Personnel Development Activities

Topic: Positive Behavioral Supports

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Ongoing: Staff will be	PATTAN Staff, IU Staff,	Parent, New Staff, Paraprofessional,	On-site Training with Guided Practice,	For the duration of this Special

trained in positive behavior intervention yearly.	Higher Education Staff, Private Consultants, committees	Instructional Staff, Administrative Staff, Related Service Personnel	Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, Observations of other demonstrated successful programs.	Education Plan students with behavioral issues, whether identified or non-identified, will continue to appropriately interact with others in the least restrictive environment as evidenced by a 2% decrease in the number of out of school suspensions for each of the 2012, 2013, and 2014 school years.
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Topic: De-escalation Techniques, Crisis Prevention Intervention

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Ongoing: Select staff will be trained in Crisis Prevention Intervention and staff who have been trained previously will get renewed training every three years as recommended. If there are any new techniques or strategies that are offered, staff will be trained in those de-escalation techniques.	PATTAN Staff, IU Staff, Higher Education Staff, Consultants, as appropriate	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, Observations of different types of successful programs/strategies and classes.	Students with disabilities will continue to remain in the least restrictive school environment. Problem behaviors will continue to be targeted for intervention. The Southern Lehigh School District will utilize all of the above in an effort to decrease in and out of school suspensions by 5% each of the 2012, 2013, 2014 school years.

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

If the school district 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.

Include information detailing successful programs, services, educational placements as well as identified gaps in current programs, services, and education placements not available within the school district.

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 at their home schools. The teams work in collaboration with IU 21 to provide both services and training opportunities that aide in the support of these more challenging students.

All of the students who have been placed in residential facilities over the past two years have been placed there either by mental health agencies or juvenile probation. The district has been involved in the Interagency meetings placing these students, but the need for these students to be placed in the residential facility has not been educational. The educational program that has been provided here has been successful, but there have been other factors that affected their residential placement. The District does stay in contact with the educational component of the residential facility in order for the student to be able to transition back to the District successfully. Some of the residential facilities that have been used are Kidspace, Warwick House, Foundations and Shawnee.

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 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 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.

Program Profile

Change Type	OPR Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
	IU Southern Lehigh MS	M	GE	S	ES	12	14	3	1.00

Change Type	OPR Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
IU	Southern Lehigh HS	S	GE	S	ES	15	18	11	1.00
SD	Hopewell	E	GE	I	LS	7	9	10	1.00
SD	Hopewell	E	GE	S	LS	9	9	3	1.00
SD	Liberty Bell	E	GE	S	LS	8	10	6	1.00
SD	Lower Milford	E	GE	I	LS	6	9	7	1.00
SD	Intermediate School	E	GE	S	LS	9	10	12	1.00
SD	Intermediate School	E	GE	I	LS	11	13	12	1.00
SD	Intermediate School	E	GE	I	LS	9	11	14	1.00
SD	Intermediate School	E	GE	S	LSS	9	9	3	1.00
SD	Intermediate School	E	GE	S	LS	11	12	14	1.00
SD	Intermediate School	E	GE	S	LS	10	13	18	1.00
SD	Middle School	M	GE	I	LS	13	14	15	1.00
SD	Middle School	M	GE	S	LS	13	15	13	1.00
SD	Middle School	E	GE	S	ES	12	15	10	1.00
SD	Middle School	M	GE	S	LS	12	13	12	1.00
SD	Middle School	M	GE	S	LS	12	14	10	1.00
SD	Middle School	M	GE	S	LS	12	12	3	1.00
SD	High School	S	GE	I	LS	15	17	12	1.00
SD	High School	S	GE	I	LS	14	18	12	1.00
SD	High School	S	GE	I	LS	14	18	21	1.00
SD	High School	S	GE	I	LS	15	18	12	1.00
SD	High School	S	GE	S	LS	14	18	15	1.00
SD	High School	S	GE	I	ES	15	19	14	1.00
SD	High School	S	GE	I	LS	15	18	9	1.00
SD	High School	S	GE	I	LS	14	18	11	1.00
SD	High School	S	GE	S	LS	18	19	4	1.00
SD	Hopewell	E	GE	I	SLS	5	10	31	0.80
SD	Intermediate School	E	GE	I	SLS	10	12	12	0.20
SD	Liberty Bell	E	GE	I	SLS	5	10	23	0.70

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
	SD	Southern Lehigh HS	S	GE	I	SLS	14	18	7	0.10
	SD	Lower Milford	E	GE	I	SLS	5	10	15	0.60
	SD	Southern Lehigh MS	M	GE	I	SLS	13	15	7	0.20
	SD	Intermediate School	E	GE	I	SLS	9	11	13	0.20
	SD	Intermediate School	E	GE	I	SLS	11	13	15	0.20
	IU	Hopewell	E	GE	I	BVIS	5	8	2	0.10
	IU	Southern Lehigh HS	S	GE	I	BVIS	18	18	1	0.10
	SD	Hopewell	E	GE	I	SLS	5	10	31	0.70
	SD	Southern Lehigh HS	S	GE	I	SLS	14	18	7	0.15
	SD	Intermediate School	E	GE	I	SLS	11	13	15	0.30
	SD	Lower Milford	E	GE	I	SLS	5	10	15	0.55

Support Staff (District)

School District: Southern Lehigh SD

ID	OPR Title	Location	FTE
- SD	psychologist	Lower Milford	0.40
- SD	psychologist	Hopewell	0.80
- SD	psychologist	Liberty Bell	0.80
- SD	psychologist	Middle School	1.00
- SD	psychologist	High School	1.00
- SD	Instructional Assistants--classroom	Across all buildings	31.00
- SD	Instructional Assistants--1:1	Across all buildings	12.00
- SD	Director of Special Education	Multiple buidlings	1.00
- SD	behavior specialist	high school	1.00
- SD	behavior specialist	middle school	1.00
- SD	counselors	high school	3.00
- SD	psychologist	Intermediate School	1.00
- SD	counselor	middle school	1.00
- SD	counselor	intermediate school	1.00
- SD	school resource officer	all buildings	1.00

Contracted Support Services

ID IU / Agency	Title / Service	Amount of Time per Week
- IU	Job Coach	8 Hours
- IU	Occupational Therapy	3 Days
- IU	Physical Therapy	2 Days
- IU	Assistive Technology	30 Minutes
- IU	Supervisor of ES/Partial classes	2 Days
- IU	Audiologist	10 Minutes
- IU	Autism Specialist	10 Minutes
- Bayada Nurses	1:1 nursing services	5 Hours
- IU	Psychiatric Services	10 Minutes
- IU	Orientation & Mobility training	5 Hours
- Clarity Services	Behavior Analyst	2 Days
- Cecilia Manno	Speech therapy	3 Hours
- Cathy Finnegan	Therapeutic Tutor	3 Hours

Assurance for the Operation of Special Education Services and Programs

School Years: 2014 - 2017

The Southern Lehigh SD within Carbon-Lehigh IU 21 assures that the school district will comply with the requirements of 22 Pa. Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104:

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

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

Board President

Date

Superintendent

Date