

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
Lehigh Area SD		121135503
<b>Address 1</b>		
1000 Union St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Lehigh	PA	18235
<b>Director of Special Education Name</b>		
Sandra Michalik		
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cfish@lehigh.org		

## Special Education Students

**Total Number of Students Receiving Special Education** 481

**School District Total Student Enrollment** 2463

**Percent of Students Receiving Special Education** 19.5



## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Sandra Michalik	Director of Special Education	Lehigh Area SD	smichalik@lehigh.org
Dr. Christina Fish	Superintendent	Lehigh Area SD	cfish@lehigh.org
Joy Beers	Board Member	Lehigh Area SD	jbeers@lehigh.org
Floyd Brown	Building Principal	Lehigh Area HS	fbrown@lehigh.org
Tiffany Strausberger	Building Principal	Lehigh Area Elementary Center	tstrausberger@lehigh.org
Kristel Orsulak	Special Education Teacher	Lehigh Area Elementary Center	korsulak@lehigh.org
Jamie Scott	Parent	Lehigh Area Elementary Center	jscott@lehigh.org
Kerry Sittler	Board Member	Lehigh Area SD	ksittler@lehigh.org
Lauren Cortright	Special Education Teacher	Lehigh Area Elementary Center	lcortright@lehigh.org
TJ O'Connor	Special Education Teacher	Lehigh Area HS	toconnor@lehigh.org
Samantha Kistler	Parent	Lehigh Area MS	skstler@lehigh.org

## **School District Areas of Improvement and Planning - Indicators**

### **Suspension/Expulsion by Race/Ethnicity (Indicator 4B)**

**Indicator not flagged at this time.**

### **Disproportionate Representation by Race/Ethnicity (Indicator 9)**

**Indicator not flagged at this time.**

### **Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)**

**Indicator not flagged at this time.**

### **Timely Initial Evaluations (Indicator 11)**

**Indicator not flagged at this time.**

### **Secondary Transition (Indicator 13)**

**Indicator not flagged at this time.**

### **Graduation (Indicator 1)**

**Indicator not flagged at this time.**

### **Drop Out (Indicator 2)**

**Indicator not flagged at this time.**

### **Assessment (Indicator 3)**

**Indicator not flagged at this time.**

### **Education Environments (Indicator 5)**

**Indicator not flagged at this time.**

### **Parent Involvement (Indicator 8)**

**Indicator not flagged at this time.**

### **Early Childhood Transition (Indicator 12)**

**Indicator not flagged at this time.**

### **Post-School Outcomes (Indicator 14)**

**Indicator not flagged at this time.**

### **Resolution Sessions (Indicator 15)**

**Indicator not flagged at this time.**

### **Mediation (Indicator 16)**

**Indicator not flagged at this time.**



**School District Areas of Improvement and Planning - Monitoring**

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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## Non-Resident Students Oversight

### 1. Is your district currently a host district for a 1306 facility?

No

### 1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

The Leighton Area School District is not currently a host for a 1306 facility. However, in the past, the district has been host for such facilities. A Best Interest Determination meeting is held with relevant stakeholders to discuss potential placements that would be most appropriate. When a student is placed in a 1306 facility, they are registered in the Leighton Area School District and entered into our child accounting program. The staff from the 1306 facility and the school district work to gather all available student records. The district would work to implement the student's IEP within 5 business days. The IEP team, including an LEA from the district, the parent/guardian/surrogate, representatives from the facility and county agency personnel, would meet to discuss the student's current Individualized Educational Plan. Services would be offered that would be comparable to the previously agreed upon IEP and NOREP. If the IEP and NOREP were unable to be implemented directly by the district, the Director of Special Education would explore possible options with in the Intermediate Unit, neighboring school districts, and other private programs. At all times, it is the goal of the district to have students educated in the least restrictive environment that meets their individual needs and to be educated by highly qualified special education teacher. The staff of this facility have received training on how to properly enroll the student into the Leighton Area School District, which becomes the host district and Local Educational Agency for the student who resides there. The LEA would maintain a collaborative working relationship with the representatives from the facility. Upon enrollment, a formal request for educational records is sent to the previous school district. Once received, the Director of Special Education reviews the current documents of the student, including the Individualized Educational Program (IEP) and Evaluation Report or Reevaluation Report, and any related documentation such as Positive Behavior Support Plans, Psychiatric Evaluations, etc. The Director of Special Education makes an educated recommendation for placement, based on the student's needs, strengths, and with respect to the most current educational placement and setting that was in place before the student enrolled in our district, based on the decision of that student's previous IEP team. This recommendation is reviewed and thoroughly discussed with the placement integrity team, which would be designed to review 1302 placement determinations. If further consultation regarding the most appropriate placement, within the least restrictive environment, must occur, then the Child and Adolescent Social Service Program (CASSP) process is invoked to bring together agency perspective and collaboration of the student's stakeholders. The Best Interest Determination process will precede the student's transition to a 1306 facility, in order to adequately prepare for this student's transition. This will include representation from the student's most recent IEP team, and those

stakeholders who have knowledge of the student in areas that even exceed school performance. Agency involvement and collaboration are an innate facet of this process. Critically important is the host district's Child Find obligation. The ongoing relationship between the LEA and the facility would include clarified expectations that the group home representatives are knowledgeable about the LASD registration process, and every school-age individual who resides in that facility must be enrolled in the district. Upon enrollment, Child Find procedures are upheld, and there is adherence to IDEA guidelines for identifying a student for services, including the evaluation process. All students of the facility with an IEP, or who will be eligible for special education services, are offered Free Appropriate Public Education. The LEA upholds the serious responsibility to implement the IEP. Communication between the host district and the district of origination is ongoing. There are posted notifications in the facility, as well as the district's enrollment office, to ensure that Lehigh Area School District is promptly and properly notified of any students with an Individualized Education Plan or 504 Plan. The records request form that is submitted to the previous school district ensures a thorough request for these documents, and phone calls and email notifications occur through our registration office to issue reminders if these are not received immediately. Students within the 1306 facility, who are identified as requiring special education, are provided with a certified special education teacher for instruction and case management oversight. This includes the delivery of learning experiences that are appropriate and at the students' individual instructional levels, the development and adherence to an Individualized Educational Program, and progress monitoring that is data-driven to ensure that these students' Measurable Annual Goals are continually addressed.

**2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?**

The Lehigh Area School District maintains communication with agency representatives that are involved with each student of the 1306 facility. This ensures prompt notification when a plan is in effect for a student to transition back to their district of origin, and even when they are moved from the facility unexpectedly. As a proactive measure, Lehigh Area School District ensures that all special education documents and processes are adhered to with integrity and fidelity. This not only provides Free Appropriate Public Education to these students while we serve as the LEA, but also ensures a more effective transition for when these students are discharged from the facility. The county agency representative will provide notification and will affirm the physical placement of the student. That agency liaison will coordinate a Best Interest Determination process and meeting, so that all stakeholders may discuss the most recent educational program and ensure that the student will transition to a comparable placement, where the current Individualized Educational Program will be honored. Upon verification of the student's enrollment in the new LEA, or return to the district of origin, the Lehigh Area School District will expediently (within five days) send the receiving district all special education documents, health records, grades and transcript information, discipline records, and attendance records.



## **Incarcerated Students Oversight**

- 1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

- 1. 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).**

## Least Restrictive Environment

### 1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

According to the most recent Special Education Data Report for the School Year 2022-23, The LEA recorded 56.8% of students receiving special education inside the regular class 80% or more. This is somewhat disproportionate to the state average of 61.6%. The district has addressed this area by providing special education teachers with professional development to properly and accurately document this tabulation correctly. Furthermore, professional development was provided to improve processes in maximizing inclusion opportunities, and to develop teachers' capability to improve co-teaching practices. Teachers were taught how to properly collaborate and lesson plan, relative to students with special needs in inclusion settings. Furthermore, special education teachers received additional training in how to recommend specially designed instruction, to implement appropriate accommodations, modifications, resources, and supplementary aids and services to provide the necessary level of support for students to access inclusion settings to the extent possible. The same Special Education Data Report for the School Year 2022-23 conveys that the LEA recorded 10.6% of students inside the regular classroom less than 40%, as compared to the state average of 10.0%. The above-mentioned interventions have been implemented, including increased accountability for regular education teachers to adhere to a culture of inclusionary models at every grade level. The special education administrator implemented a process, whereby staff meetings are held to thoroughly review, analyze, and admire the circumstances of each student with special needs who is experiencing difficulty within the inclusion and general education settings, in order to resolve these issues and direct solutions before deciding to recommend a more supportive special education classroom setting. The Lehigh Area School District will continue to provide quality programs and services to students with disabilities within the least restrictive educational environment.

### 2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The regular education setting within the student's home school is considered foremost, with supplementary aids and services, before other services and placement options are considered. Based on student data, if the student can show meaningful educational benefit and progress from regular educational class placement without interfering significantly with the education of other students, then the regular class placement with modifications and accommodations is initiated as being the most appropriate Least Restrictive Environment. The Lehigh Area School District utilizes, with fidelity, the Multi-Tiered System of Support (MTSS), to "enhance academic, behavioral, and social-emotional outcomes for all students," as a response to intervention framework. The MTSS program works collaboratively, and in alignment, with the Child Find and special education processes, adhering to the precepts of an alternative to ability-achievement discrepancy. This is with respect to the potential identification of students who require data collection regarding interventions, and responses to interventions, to provide Free Appropriate Public Education for these students to receive relevant and targeted learning experiences with their general education peers. The LEA's MTSS framework provides three tiers of support, and collaborates with Title I. Tier 1 includes high quality classroom-wide instruction and

support for all students, Tier 2 provides targeted support to address a student's gaps in skills (based on performance data and norm-referenced data collection), and Tier 3 delivers intensive support that is provided with increased frequency within a small group instructional model. The district staff maintains professional development to receive proper and regular training, provided by Pennsylvania Department of Education, to offer an MTSS program with efficacy. As a result, the elements of best practice MTSS delivery are intact, including multiple tiers of instruction, intervention, and support, as well as learning standards and behavioral expectations that are clearly delineated. Also present is a systematic problem-solving process that resembles a team approach with data-driven decisions. The school psychologist maintains team participation, for awareness of Child Find concerns. Also present in the LEA's MTSS framework are accurate data evaluations which inform instruction and interventions, communication and collaboration, and a capacity building infrastructure. The district provides the required leadership of our MTSS process, directs professional development, and oversees the programs for efficacy, continuity, and consistency. Universal practices to uphold social and emotional learning and wellbeing, such as continuous reference and acknowledgement of the Universal Design for Learning, notably the Engagement Principal, are implemented and enforced. This includes the disposition to minimize threats and distractions in order to maintain a safe environment, fostering collaboration and community (as well as teaching and practicing citizenship), and facilitating personal coping skills. These Tier 1 engagement precepts provide a foundation for Tier 2 concepts of small groups and targeted interventions. Students who require Tier 3 would receive individualized social and emotional learning interventions, as well as personal goals that are monitored.

**3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

The Lehigh Area School District provides multiple training opportunities throughout the year to ensure meaningful participation of students with disabilities in the general education curriculum. Examples of these trainings include, but are not limited to, differentiated instruction, inclusionary practices, the development of Individualized Education Plans, Classroom Modifications and Accommodations, Trauma Informed Care, Behavior Interventions and Social Emotional Learning. The district ensures, to the maximum extent appropriate, all children with disabilities, including those in private institutions, are well educated with non-disabled children. The removal from the general education environment/curricula will only occur when education with supplementary aids and services, cannot be achieved at a student satisfactory level. IEP teams at each location consider the Least Restrictive Environment when making educational placement decisions. PDE initiatives are implemented in the Lehigh Area School District such as Common Core Standards, Keystone Exams, Response To Instruction and Intervention concepts, Co-Teaching, Trauma Informed Care, School-Wide Positive Behavior Support, and Social Emotional Learning precepts. These measures will assist the Lehigh Area School District in ensuring maximum integration. The initiatives and training are a cooperative effort among all Lehigh Area School District staff, Carbon Lehigh Intermediate Unit 21 Educational Consultants, and Pennsylvania Training and Technical Assistance Network (PaTTAN). For all LASD students, the continuum of services is reviewed on an on-going basis with regular education, and is regarded with high importance. The district has moved towards the co-teaching model from Kindergarten

to 12th grade between the regular and special education instructional staff. Common planning time and consultation, along with professional learning communities, is a primary focus in providing programming in the regular education setting. The staff development initiatives are continuous throughout each school year with an emphasis on aligning curriculum with Common Core Standards in upholding the commitment of maximum integration into the future. During the transition from the Early Intervention programs, district participation, student observation, and in-depth review of individual student needs help to ensure successful programming within the first year of formal education at Lehigh Area School District. The transition process begins by the end of January, before the student enrolls in the district. This is accomplished through the collaborative efforts of the LASD Department of Special Education, LASD Registration Office, school psychologists, district administration, district guidance department, Carbon Lehigh Intermediate Unit 21 coordination, related services departments, Early Intervention coordination, and the parents. The time frame allows the LEA to become more aware of the strengths and degree of need of each student while assessing the most appropriate program and service. Also, the process allows for the new parents to become acclimated to the school-age educational process. An open house event welcomes these parents to feel more comfortable and valued, and to convey what to expect, and resources are allotted, for school age programming. Kindergarten orientation is planned to acclimate students to their setting and to learn procedures. All staff who work with students, including special education teachers, paraprofessionals, regular education teachers, and principals, receive professional development of supplementary aids and services, so staff may be knowledgeable to implement strategies. Furthermore, Lehigh Area School District expects staff to be as innovative as possible, as well, in discussing students' individual needs to design programming that includes integration in the general education settings as effectively as possible, where the students have exposure to learning experiences, but also make meaningful progress. Detailed meetings to discuss specific students address the dimensions of supplementary aids and services, such as physical, instructional, social/behavioral, and collaborative areas. Thorough discussions involve environmental modification, adjusted pace, adapted materials, structuring study skills, modification of instructional methods, alteration of presentation, and adaptations regarding testing and assessment. IEP team meetings include the parents, special education teacher, related service providers (if applicable), general education teacher(s), principal, guidance counselor, and special education director, along with any other relevant participants. The review of the IEP always includes a rich and thorough discussion of the "Questions for the IEP Team," in order to ensure that the student's least restrictive environment, and integration in the general settings, was thoroughly explored. Such questioning includes the following discussion points: The supplementary aids and services that were considered or rejected, those supports that will contribute toward IEP goal progress, benefits and harmful effects of participation in the general education setting versus the benefits of instruction in the special education classroom, and participation with non-disabled peers in extracurricular, nonacademic activities. With respect to Least Restrictive Environment and Free Appropriate Public Education, the district also takes seriously its responsibility to offer programming where students would make the most academic and behavioral progress, in order to allow them more fulfilling school experiences, and to provide instructional opportunities that can be applied to all settings of school, home, community, and future work force. Students whose IEP teams determine requirement of out of district placement to learn

effective behavior modification and self management in a more structured environment with a low student to staff ratio receive specialized programming. The LEA meets regularly on those students, reviews behavioral and academic progress, and determines goal attainment for readiness to transition to less restrictive settings. The LEA intends to persevere in making improvements to SPP target data through an increase in professional development, to include bi-weekly special education faculty meetings at every grade level to analyze and evaluate processes and to identify areas of need for continuous reflection and improvement. Special education teachers receive frequent and periodic professional development regarding evidence-based models, such as co-teaching methods. These teachers are also included in their building level plans and faculty initiatives for their corresponding grade bands. This results in special education teachers who are collaborative with their general education teacher colleagues, so that effective curriculum-based learning experiences will be provided for all special needs students. Furthermore, school counselors are instrumental in helping plan class or course schedules for special needs students, with respect to the amount of support needed for each individual student. Professional learning communities are well established, where special education teachers educate their general education teacher peers on supplementary aids and services, including specially designed instruction and supports for school personnel. These professional staff members are regularly involved in SETT (Student, Environment, Tools, Tasks) planning with the Assistive Technology consultant, in order to explore full access to the general education curriculum and environment. In the same vein, such technologies, including iPad apps, communication devices, verbal output devices, low-tech whisper phones, high-tech FM systems multi sensory approaches and equipment, and flexible seating options, have been utilized to enhance students' access to all regular education environments. The district teachers and paraprofessionals received professional development in characteristics and requirements of special needs learners, behavior modifications, restorative practices, positive reinforcement, sensory integration, and methods to improve staff and student relationships. This training has increased the empathy and tolerance of staff who address students with behavior needs and has increased the time those students now spend in their access to regular education settings. Additionally, the LEA has brought experts in this field to meet with teachers and model effective practices, including the venerable and respected educational training and consultants of Carbon Lehigh Intermediate Unit. The Director of Special Education accesses the local intermediate unit, Carbon Lehigh Intermediate Unit #21, to provide training, informational sessions, and modeling through their Training and Consultant program. These liaisons remain current with the best practices and contemporary research, and impart skills and strategies. Also, the train-the-trainer model is revered within the Lehigh Area School District. Staff who request professional development are expected to share their knowledge acquisition with their colleagues.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**

The district ensures that extracurricular activities and athletics provide enriching and positive experiences for all students, and may be of special value to students with special needs. The LEA takes care to ensure that students with special needs are included in extracurricular activities to the maximum extent possible. Special education teachers are a significant part of the staff who are assigned coaching roles and advisor positions for clubs and activities. These staff members provide important perspective and role

modeling in terms of inclusionary practices. The LEA boasts comprehensive methods to notify students and families of aspiring participants. This includes verbal announcements, website postings, bulletin notifications, notifications through media, and staff reminders. Students with special needs may possess limitations to access these programs independently, so extra steps are involved to provide explicit and specific notification directly to special education teachers, so that the information may be disseminated to students' parents for awareness. The Director of Special Education directly collaborates with the Athletic Director to have coaches properly trained in exceptionalities and to enhance inclusion efforts. Interventions and staff resources, for instance, 1:1 and individualized support, such as an aide, nurse, or behavior specialist, have been applied to assist students with their extracurricular activities and sports involvement and participation. Supplementary aids and services, within those activities, are thoroughly and regularly reviewed. This may include assistive technology, positive behavior support plans, sensory and motor breaks, adaptations for mobility, and environmental supports. All students, including those who are being educated outside of the district and in alternative education placements, are encouraged to participate in sports, special events, and extracurricular activities. Furthermore, students from other districts who are enrolled in CLIU programs within our school buildings are welcome to participate in district-sanctioned activities and events.

5. **Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**

The LEA maintains very close and frequent oversight of these students, meeting with their programs and parents/guardians/care givers on at least a quarterly basis. This provides thorough and frequent review of educational practices, including access to standard-based instruction and interaction with non-disabled peers. Guidance counselors are a valuable resource in this endeavor, to ensure access to proper instruction and to maintain collaborative learning experiences with non-exceptional peers of the same age group and grade level. Students who receive instruction in out of district placements have continued access to notifications regarding extracurricular activities and special events such as school dances, field trips, performances, and tryouts. Students who remain in good standing (with respect to requirements for all students) are invited and encouraged to have unlimited access to these activities. An LEA representative attends every IEP meeting, including those held in locations outside the district, to ensure that every eligible student is provided the support and services necessary to remain included with non-disabled peers to the maximum extent possible. The work- based learning study program is utilized for students at the secondary level, exposing students to actual job sites throughout the county. The program is supervised by several agencies, such as Carbon Lehigh Intermediate Unit 21 and Behavioral Health Associates for those students located within the LASD and for those students educated in out of district placements. Currently, there are over 80 different WBL sites utilized by district students. For those students who require life skills instruction, the Lehigh Area School District supports efforts to include students in the surrounding community through community-based instruction and relevant field trips that include specific college programming for special needs students. The CTC, Carbon Career and Technical Institute (CCTI), is a collaborative partner with the district. Programming at CCTI is

coordinated by both CCTI and CLIU 21. In all cases, exceptional students are provided with opportunities to explore, experience, and learn with their non-disabled peers. Exceptional students with low incidence disabilities are well educated parallel to their home district in all cases, even if the district does not operate such programs at this time. The LASD has made classroom space available to CLIU 21 operated classrooms, and currently hosts a continuum of multiple disabilities support - functional services through their programs at Lehighon Area Elementary Center and Lehighon Area High School. The LASD will continue to support and maintain a district emotional support program and a life skills support for grades 9-12 at the Lehighon Area High School.

**6. Discuss the district’s need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)**

The Lehighon Area School District continually evaluates the students we have in out of district placements, in-district caseloads, and needs for additional programming and supports. The Director of Special Education attends Carbon Lehigh Intermediate Unit-21 District Contacts Meetings and Facilities Planning meetings to discuss IU programming in neighboring schools and center-based programs and the need for expanded supports. The LEA’s administrative team meets on a regular basis, to discuss this very concept. Additionally, the individual district buildings hold regular meetings with the staff to discuss these educational trends and needs, and this collaboration includes the building principal and assistant principal, school counselors, school psychologist, director of special education, and other pertinent staff who could contribute productively to the discussion. Individual special education teacher caseloads are reviewed, as well as current monthly recommendations, to evaluate students and those corresponding disability categories. The LEA houses intermediate unit’s classrooms in two of its district school buildings, whereby there is a continuum of support services. The district also brought an emotional support program to its elementary school, partnering with Behavioral Health Associates to provide a teacher and axillary staff for students who would otherwise require a much more restrictive environment. This model allows participating students to access their nonexceptional peers, instruction, classrooms, and learning and social experiences within their neighborhood school environment.

**Out of District Placements**

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
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Carbon County Enhanced Autism	Other	Intermediate Unit	Carbon-Lehigh Intermediate Unit	Autistic Support	1
Slatington Elementary School	Other	Intermediate Unit	Carbon-Lehigh Intermediate Unit	Multiple Disabilities Support	1
Northern Lehigh High School	Other	Intermediate Unit	Carbon-Lehigh Intermediate Unit	Multiple Disabilities Support	2
Carbon Learning and Achievement Center	Other	Intermediate Unit	Carbon-Lehigh Intermediate Unit	Emotional Support	1
Peter's Elementary School	Other	Intermediate Unit	Carbon-Lehigh Intermediate Unit	Multiple Disabilities Support	1
Towamensing Elementary School	Other	Intermediate Unit	Carbon-Lehigh Intermediate Unit	Emotional Support	1
Oak Ridge Academy	Approved Private School (APS)	Other Private Facility (Non-Residential)	Behavioral Health Associates	Emotional Support	1
Penn Kidder Campus	Other	Intermediate Unit	Carbon-Lehigh Intermediate Unit	Emotional Support	1
PRIDE/Ashfield Academy	Approved Private School (APS)	Other Private Facility (Non-Residential)	Behavioral Health Associates	Emotional Support	1
Intensive Social Skills Training	Approved Private School (APS)	Other Private Facility (Non-Residential)	Behavioral Health Associates	Emotional Support	2
Mahoning Valley Academy	Approved Private School (APS)	Other Private Facility (Non-Residential)	Behavioral Health Associates	Life Skills Support	8
Panther Valley Elementary School	Other	Intermediate Unit	Carbon-Lehigh Intermediate Unit	Multiple Disabilities Support	1
The Centennial School	Approved Private School (APS)		Lehigh University	Emotional Support	1

Valley Ridge Academy	Approved Private School (APS)	Other Private Facility (Non-Residential)	Behavioral Health Associates	Emotional Support	2
Lehigh Area High School	Other	Intermediate Unit	Carbon-Lehigh Intermediate Unit	Multiple Disabilities Support	1
Lehigh Area Elementary Center	Approved Private School (APS)		Carbon-Lehigh Intermediate Unit	Multiple Disabilities Support	1
Journey	Approved Private School (APS)		Behavioral Health Associates	Emotional Support	1
Overbrook School for the Blind	Approved Private School (APS)		Middle States Association of Colleges and Schools	Blind and Visually Impaired Support	1
Lehigh Area Elementary Center	Approved Private School (APS)		Behavioral Health Associates	Emotional Support	5
Graham Academy	Approved Private School (APS)		Graham Academy	Autistic Support	1

## Positive Behavior Support

### Date of Approval

2011-01-24

### Uploaded Files

Behavior Support Policy.pdf

**1. How does the district support the emotional, social needs of students with disabilities?**

The LASD advocates for positive behavioral support systems for all students across the district. Programming examples include the Student Assistance Program, and the collaboration with the county's Drug and Alcohol agency. The LASD has instituted a school wide behavioral support program from K-12 to involve all regular and special education students. The programs have reached regional recognition and are awarded as being model programming for other consulting districts to consider and emulate. All district buildings have adopted initiatives toward Trauma Informed Schools. Staff and students received orientation in the statewide initiative, Safe 2 Say, which provides students the opportunity to anonymously report any concerns, regarding student safety and wellbeing, including bullying. This formal process has contributed to the climate of safety and staff commitment to student wellness. The LEA has a continuum of services to provide emotional support programming, within the school district, for students who qualify for this level of service. This includes housing the Behavioral Health Associates' emotional support classroom and program in our Lehigh Area Elementary Center, for students in kindergarten through 5th grade, as well as the district's own emotional support programs at Lehigh Area Middle School for grades 6-8 and Lehigh Area High School for students in grades 9-12. The high school building also serves students through a Partial Hospitalization Program, which is operated by Carbon Lehigh Intermediate Unit #21 . The LEA specifies behavioral support services through its policies in the areas of: 113.2 Behavior Support, 218 Student Discipline, 113.1 Discipline of Students with Disabilities, and 233 Suspension and Expulsion.

**2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.**

The Lehigh Area School District has trained staff in de-escalation techniques and restraints through Therapeutic Aggression Control Techniques (TACT2) programming. The TACT2 program provides staff training in behavior management, de-escalation, and crisis intervention. There has also been district wide trainings regarding Trauma Informed Care, avoiding power struggles with students, and trainings regarding social, emotional learning and positive behavior supports, as well as restorative practices. Special education staff, including paraprofessionals, have received received training on data collection, Functional Behavioral Assessments and the implementation of Positive Behavior Support Plans in the general education setting. The district cyclically provides staff

training in non-violent crisis intervention initiatives through the TACT 2 model, which stands for Therapeutic Aggression Control Techniques, second edition. This framework was utilized to train and certify district staff in the crisis prevention and de-escalation models. Importantly, this training also delves in to the etiology of why specific students demonstrate behavior, such as Aversive Childhood Experiences and information relating to early childhood trauma. The training will be annual for specific groups of district staff and a refresher course, as well, for recertification purposes. In addition, the Director of Special Education continues to meet on a monthly basis with the district administration to address special education discipline data, necessary programming, and updates on compliance provisions. The monthly meeting agendas are set by the building administration and the Director of Special Education. Additionally, any restraints are reported in the state Restraint Information System Collection (RISC) system, in order to ensure that compliance is followed in terms of mandates regarding this level of support. However, the crisis interventions that were learned prevent restraints from occurring, due to the verbal and nonverbal de-escalation techniques that are utilized, and the restorative practices in place. In terms of a preventative model, the school wide framework allows general and building-specific training regarding the School Wide Positive Behavior Support programming. Training in Positive Behavior Support continues to emphasize school wide systems of support including proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments in areas including the classroom and other school settings. This results in a culture of safety and respect in regard to behavioral expectations. LASD staff, including faculty and paraprofessionals, receive training on de-escalation techniques, in order to prevent the chance of a situation that may result in a decision to restrain. This involves concepts of how to accurately recognize warning, escalation, and crisis signs, and their corresponding prevention strategies. Additionally, adult anger traps and recovery strategies are part of this training to keep staff as informed as possible. Furthermore, staff are periodically presented with related concepts, such as child youth crises and adverse childhood experiences, in order to provide appropriate background information for well-rounded response staff. The school psychologist has planned trainings on positive behavior techniques, in order to reduce the instances of disciplinary referrals. This proactive, preventative model focuses on developing respectful, positive, and trusting relationships within the school setting, and the restorative practices to maintain that relationship. When required, crisis plans and/or safety plans are developed to target specific student behaviors and crisis team personnel receive continuous information related to safe and effective practices. Key staff have received professional development in Restorative Practices, which focuses on enhancing relationships between students and adult staff, to build social connectivity and trust. The hallmarks of this conceptual framework are relationship, respect, responsibility, repair, and reintegration. The LEA utilizes a train the trainer model to impart these precepts on faculty to promote restorative justice and to foster a culture of positive relationship building.

**3. Describe the district positive school wide support programs.**

The Leighton Area School District currently implements a School Wide Positive Behavior Support Program at the elementary level. There is a Rule Matrix for each area of the school that discusses behavioral expectations following the acronym BRAVE. It encourages students to, at all times, Be safe, Respectful, Attentive, Very Responsible and Exceptional. These rules are reviewed

during the first weeks of the school year and students are provided with concrete examples of "BRAVE" behavior. These expectations are also reviewed by classroom teachers throughout the school year. Students are identified as being "BRAVE" and receive a Brave Certificate, are recognized over the announcements, and are entered to win prizes. At the middle school and high school levels there are School Wide Support Programs in place to address behavior and attendance. The district is currently working in conjunction with the local Intermediate Unit to enhance these programs. All district buildings have adopted initiatives toward Trauma Informed Schools. Staff and students received orientation in the statewide initiative, Safe 2 Say, which provides students the opportunity to anonymously report any concerns, regarding student safety and wellbeing, including bullying. This formal process has contributed to the climate of safety and staff commitment to student wellness. Special education teachers and regular education teachers implement Positive Behavior Support Plans, when applicable, to address individual student needs. These plans are individualized and are reward-based, and they may include tangible and intangible reinforcement, token economy, and resiliency-building.

**4. Describe the district school-based behavior health services.**

The Lehigh Area School District currently employs 5 school counselors, 2 district wide social workers, and 2 school psychologists. Students and their families have access to the supports and services that these district personnel can provide. There is an established Student Assistance Program (SAP) Team at each building level to help students overcome barriers that may impede them from their education. The school district also works with a contracted clinical psychologist who is able to consult with staff and provide services to students and families. The Lehigh Valley Health Network provides outpatient therapy to our students. In addition, the Carbon Lehigh Intermediate Unit-21 services students through a school based partial hospitalization model at the middle school and high school levels. Students are also able to receive support from providers through Carbon, Monroe, Pike-Drug and Alcohol Programming. For any immediate crisis situations, students are able to access the Safe2Say reporting tool. The LEA has social workers to be liaisons to assist families in obtaining these services, including intercession to obtain Medical Assistance eligibility, or insurance coverage. Other behavioral supports include the social workers' social skills group and individual sessions with students, the individual sessions provided by the school psychologist for designated students who require that layer of support, and group sessions facilitated by the guidance counselors. LASD implements Safe2Say and the Student Assistance Program. Lehigh Area School District takes students' emotional wellness and mental health seriously and prioritizes its ability to identify students who display a degree of need, and correspondingly provide support. The LEA readily orders and finances psychiatric evaluations for students, in order to provide the educational teams with more precise insight into students' needs. LASD contracts with Carbon Lehigh Intermediate Unit and Behavioral Health Associates for this service. Additionally, the district maintains partnerships with therapeutic agencies, welcoming behavioral health staff (such as Board Certified Behavior Analysts and Registered Behavior Technicians) to accompany student clients within the school setting, and having our staff collaborate directly with those treatment teams.

**5. Describe the district restraint procedure.**

De-escalation techniques are taught and practiced. The district upholds the precept that proper restraint, by staff who have been correctly trained, would be executed only in a circumstance when the student presents a clear and present danger to self or others. Staff receive professional development to convey that restraint is utilized as a last resort and when less restrictive de-escalation techniques have not been effective. In the event of a situation that would involve a restraint, the flight team is mobilized, so that staff who are trained and knowledgeable would participate in the situation. This may include evaluating a classroom or area, or safely guiding and transporting the actor to a safe, calm, and secure area that affords privacy, with a pre-designated plan of operation. The appropriate staff would be contacted during, or immediately safely after, the restraint. The restorative practices would be implemented to calm the student and restore the relationship. The building administrator and parent would be contacted immediately in order to report the incident, and next steps to make the student comfortable and safe are disseminated. The Director of Special Education is contacted, so that the restraint may be properly recorded in the RISC database. The Restraint Information System Collection is a database, whereby all restraints must be reported. The RISC program directs that the student information, including PA Secure ID, grade, age, disability category, school building, and program location. The student's name is not recorded in this system. The LEA must input the restraint information including the antecedent, the behavior of concern, the type of de-escalation technique utilized before the restraint was conducted, the date of the restraint, the physical location of the incident, the predominant type of restraint utilized, and the length of the restraint (in precise minutes and seconds). To impart the significant degree of accountability of the restraint process, the number of staff involved is recorded, as well as their respective titles, and if they were trained in nonviolent restraint. Furthermore, the restraint program, of which the staff received training, and which was implemented, is recorded to ensure that this was a proper restraint. (The LASD has trained our staff in the Therapeutic Aggression Control Techniques--2 model.) Any injury to the staff or student, with a description (if applicable) is noted. The IEP information is denoted, including potential referral to law enforcement, the date of the parent notification, and whether the use of restraints is listed in the student's current IEP. For increased accountability, the date that the required IEP meeting must be listed, and verification that the meeting was held within 10 school days of the restraint. The reporter must indicate any changes or revisions to the student's IEP, as a result of the incident involving the restraint, such as consideration of the current Positive Behavior Support Plan or if a new one must be developed, and the appropriateness of a change in placement in order to provide an increased level of support. The IEP team determines if a Reevaluation must occur, and if a new Functional Behavioral Assessment is in order. The parent is issued an Invitation to an IEP meeting to discuss the restraint, as well as any proposed changes to the student's program, such as an updated Positive Behavior Support Plan or an initiation of a new Functional Behavioral Assessment. The provision is for an IEP meeting to be held within ten (10) school days of the restraint. School resource officers provide presence in every school building, in order to increase the level of security on the premises, and to help maintain a safe environment.



## **Intensive Interagency**

**Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.**

After reviewing the SES Data, the Lehigh Area School District does not currently have any students in either category. The Lehigh Area School District currently has no concerns regarding Instruction Conducted in the Home or waiting more than 30 days for an appropriate educational placement.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL4	Secondary	Full-time (1.0)	03/08/2024 03:37 PM

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<b>Building Name</b>		
Lehigh Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		23
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSES2	Secondary	Full-time (1.0)	03/08/2024 03:32 PM

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<b>Building Name</b>		
Lehigh Area HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EC LS3	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Leighton Area Elementary Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Leighton Area Elementary Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EC LSS2	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Leighton Area Elementary Center		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EC LS1	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Leighton Area Elementary Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.7

<b>Building Name</b>		
Leighton Area Elementary Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HS LS1	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Lehigh Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		23
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.46

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SLP 2	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Lehigh Area Elementary Center		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		34
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are grouped together based on age for services.		0.52

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MS LS4	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Lehigh Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

<b>Building Name</b>		
Lehigh Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HS LS3	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Lehigh Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Lehigh Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EC ES 2	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

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<b>Building Name</b>		
Lehigh Area Elementary Center		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MS LS2	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

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<b>Building Name</b>		
Lehigh Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Lehigh Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SLP 3	Multiple	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Lehigh Area Elementary Center		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are grouped together based on age for services.		0.38

<b>Building Name</b>		
Lehigh Area HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EC LS2	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Lehigh Area Elementary Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		21

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.42

<b>Building Name</b>		
Lehigh Area Elementary Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HS LSS	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Lehigh Area HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
This is a High School Life Skills Support Classroom in which students are educated until they reach 21 years of age.		0.35

<b>Building Name</b>		
Lehigh Area HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
This is a High School Life Skills Support Classroom in which students are educated until they reach 21 years of age.		0.2

<b>Building Name</b>		
Lehigh Area HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
This is a High School Life Skills Support Classroom in which students are educated until they reach 21 years of age.		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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SLP 1	Multiple	Full-time (1.0)	07/27/2023 02:17 PM
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<b>Building Name</b>		
Lehigh Area Elementary Center		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Lehigh Area MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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MS LS1	Secondary	Part-time (0.5)	07/27/2023 02:17 PM
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<b>Building Name</b>		
Leighton Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Leighton Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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EC LS4	Elementary	Full-time (1.0)	07/27/2023 02:17 PM
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<b>Building Name</b>		
Leighton Area Elementary Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Leighton Area Elementary Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.7

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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MS LSS	Secondary	Full-time (1.0)	07/27/2023 02:17 PM
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<b>Building Name</b>		
Leighton Area MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.13

<b>Building Name</b>		
Leighton Area MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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LS ES1	Elementary	Full-time (1.0)	07/27/2023 02:17 PM
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<b>Building Name</b>		
Leighton Area Elementary Center		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Leighton Area Elementary Center		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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HS ES 1	Secondary	Full-time (1.0)	03/08/2024 03:29 PM
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<b>Building Name</b>		
Leighton Area HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HS LS2	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Leighton Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>Building Name</b>		
Leighton Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS ES	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Leighton Area MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Leighton Area Elementary Center		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EC LSS1	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Leighton Area HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MS LS3	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Leighton Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Leighton Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

## Special Education Support Services

### 1Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of Special Education	1	District Wide	District
Paraprofessionals	19	District Wide	District
School Psychologist	2	District Wide	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Social Worker	2	District Wide	District
Guidance Counselor	5	District Wide	District
Other	3- Speech/Language Therapist	District Wide	District

## Special Education Personnel Development

### Autism

Description of Training			
Enhancing Inclusionary Practices			
Lead Person/Position		Year of Training	
IU TAC		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-3	1	District Intermediate Unit PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

### Positive Behavior Support

Description of Training			
Verbal De-escalation and Behavior Management			
Lead Person/Position		Year of Training	
Contracted Instructors		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
6-12	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Verbal De-escalation and Behavior Management Refresher			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Contracted Instructors		2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	Other	Building Administrators General Education Teachers Paraprofessionals

### Paraprofessional

<b>Description of Training</b>			
School Wide Positive Behavior Support			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Building Level Principals, Director of Student Services, IU Tac		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District Intermediate Unit	Paraprofessionals

<b>Description of Training</b>	
Reading Strategies for Students with Special Needs	
<b>Lead Person/Position</b>	<b>Year of Training</b>

Director of Student Services		2024 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District	Paraprofessionals

### Transition

<b>Description of Training</b>			
Indicator 13 Refresher			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU Tac, Director of Student Services		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District Intermediate Unit	Special Education Teachers

<b>Description of Training</b>			
Transition Services and Agencies			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Student Services		2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

2	3	District	Parents Other
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### Science of Literacy

Description of Training			
Enhanced Core Reading Instruction			
Lead Person/Position		Year of Training	
Reading Specialists, IU TAC, PATTAN		2024 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	Intermediate Unit PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Data Analysis/Benchmark Assessments			
Lead Person/Position		Year of Training	
IU TAC, PATTAN, Building Level Administration, District Data Coordinators		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN	General Education Teachers Special Education Teachers

## Parent Training

Description of Training			
Transition			
Lead Person/Position		Year of Training	
IU TAC, Director of Student Services		2025 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit	Parents

Description of Training			
Community Resources/Family Agencies			
Lead Person/Position		Year of Training	
IU TAC, Director of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit	Parents

Description of Training	
Extended School Year	
Lead Person/Position	Year of Training

Director of Student Services		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	4	District	Parents Special Education Teachers

### IEP Development

<b>Description of Training</b>			
Essentials of IEP Writing			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PATTAN, Director of Student Services		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
5	4	District PaTTAN	Special Education Teachers

<b>Description of Training</b>	
NOREP Development	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Director of Student Services	2024 2025 2026

		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
.45	4	District	Special Education Teachers

### Behavior Modification

<b>Description of Training</b>			
Behavior Management			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Student Services		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	4	District	Special Education Teachers

## Signatures & Affirmations

Approval Date

2022-07-25

### Uploaded Files

Affirmation Statement Signed.pdf

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

**Superintendent/Chief Executive Officer**

**Date**

