
Pennsylvania Department of Education



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

Special Education Report
Thursday, September 17, 2009
(Last Last Approved: Monday, September 22, 2008)

Entity: Bethlehem Area SD
Address: 1516 Sycamore St
Bethlehem, PA 18017-6099
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School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Bethlehem Area SD	Colonial IU 20	Dr. Joseph Lewis	24	15357	2105

District Special Education Contact:

Name	Title	Phone	Fax	Email
Richard Agretto	Director of Special Education	610-868-8268	610-807-5576	ragretto@beth.k12.pa.us

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Brenda Solitario	Educational Support Teacher	Special Education Teacher	Mr. Agretto
Carey Ackerman	Parent	Parent	Mr. Agretto
Cindy Leshinsky	Supervisor of Special Education	Administrator	Mr. Agretto
Claire Hogan	Supervisor of Special Education	Administrator	Mr. Agretto
David Brown	Educational Support Teacher	Regular Education Teacher	Mr. Agretto
Debbie Roeder	Principal	Administrator	Mr. Agretto
Deborah Marek	Special Education Teacher	Special Education Teacher	Mr. Agretto
Dr. Joseph A. Lewis	Superintendent of Schools	Administrator	PDE
Esther Lee	NAACP President	Other	Mr. Agretto
Heather Klein	Parent	Parent	Mr. Agretto
Jackie Santanasto	Principal	Administrator	Mr. Agretto
Janet Norris	Parent	Parent	Mr. Agretto
Jodi Sponchiado	Principal	Administrator	Mr. Agretto
Jonathan Ortwein	BASD	Elementary School Teacher	Mr. Agretto
Joseph Rahs	Principial	Administrator	Mr. Agretto
Julie Comins	Parent	Parent	Mr. Agretto
Lynn Springer	Educational Support Teacher	Special Education Teacher	Mr. Agretto
Mary C. Tachovsky	Principal	Administrator	Mr. Agretto
Maureen Venkersammy	Parent	Parent	Mr. Agretto
Meredith Frantz	Supervisor of Special	Administrator	Mr. Agretto

	Education		
Richard Agretto	BASD	Administrator	Mr. Gross
Robert R.Gross III	Associate Superintendent	Administrator	Dr. Lewis

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

Current Program Strengths and Highlights

Child Find Activities utilized by Bethlehem Area School District regarding enrollment and children suspected to be in need of special education services are in the district wide school calendar, periodic articles in the local newspapers, periodic circulation of information regarding early intervention services, and periodic postings in district buildings, and the website.

Pre-referral procedures are in place in all buildings. When a teacher suspects that child is having academic or behavioral difficulties, the first step is to review information that already exists, and to schedule a conference with the parent(s) to review the concerns, school history and or health history to determine possible causes and to identify strategies to address the concern.

When a student is not making progress in his/her current educational program, a referral may be made to the Instructional Support Team or Child Study Team in the school building. The IST or CST duty is to schedule a meeting with all involved parties to identify area(s) of concern, identify strategies and develop interventions to address the area(s) of concern.

After strategies/interventions have been implemented over a period of time, if a student has not made improvement, the team may then submit a referral to the special education office to determine if a child might be eligible for special education services.

If a child is found eligible for services through the multidisciplinary evaluation process, then an Individual Education Plan team meeting is scheduled to identify the student's strengths/needs and develop goals and/or objectives to address the identified needs. The team will then discuss the least restrictive environment where the student's needs can best be met.

Focusing on least restrictive environment, Bethlehem Area School District offers a continuum of services to meet the educational needs of all students. Types of support services available are Autistic Support, Blind and Visually Impaired Support, Deaf and Hard of Hearing Support, Emotional Support, Learning Support, Life Skills Support, Multiple Disabilities Support, Physical Support, Speech and Language Support, Occupational Therapy, Physical Therapy, Adapted Physical Education, and Partial Hospitalization. We also utilize the CIU #20 for services as part of the continuum.

Pursuing the district goal of inclusionary practices, the majority of students will be receiving learning support services within the regular education environment. Students with more complex educational needs are receiving services within the special education environment with inclusionary activities scheduled throughout the day such as regular education students participating in activities within the special education environment or students with more complex educational needs participating in non-academic activities with regular education students.

Trainings for administrators, teachers, support staff and parents regarding differentiated instruction, motivating students, best practice instructional strategies, co-teaching models, behavioral interventions, special education regulations, and disability awareness are scheduled through out the academic school year.

Identifying Students with Learning Disabilities

The district identifies students with a learning disability through a multidisciplinary team evaluation utilizing the discrepancy model. The school psychologist assigned to the individual case will determine the type of standardized assessments to administer after reviewing the area of concern that the school has identified by reviewing the student's file.

The school psychologist compiles all the information which includes an observation, parent input, teacher input, standardized assessments (intelligence, achievement), curriculum based assessments, rating scale, report cards, review of records, outside agency input, etc. into the evaluation report.

At the multidisciplinary team meeting, the school psychologist presents all of the information along with interpretation of the standardized assessments and rating scales. The team includes the parent(s), regular education teacher, related service staff as necessary, principal, guidance counselor, and any additional staff that may provide input to the evaluation. The school psychologist will recommend to the team if the student meets the definition of a disability. Based upon the determination of the identified disability, the team will decide if the student is in need of specially designed instruction.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Not significantly disproportionate.

Exiting Statistics

Graduation rate and dropout rate have been met.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs as of Dec 1
Muhlenberg Behavioral Health	Bethlehem Area School District	5
Kids Peace Acute Partial Hospitaliation	Kids Peace Staff	58

Incarcerated Students Oversight

- When a student is placed by the courts to a correctional institution, the process begins by the correctional facility contacting the Child Accounting Office, and faxing a request for educational records to the Special Education Office.
- Once the record request has been made, the district faxes over the IEP and most current Evaluation Report.
- The Intermediate Unit teachers working in the correctional institution are in regular contact with the district. As soon as they receive the records, the IU staff revise the IEP and issue a new NOREP.
- The IU staff is in regular contact with the Special Education department to ensure that students are receiving the appropriate accommodations, modifications, and supplementary aids and services.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Non Applicable	N/A	0

Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

Bethlehem Area School District ensures that identified students are educated with children who are not disabled to the maximum extent appropriate as determined at IEP Team Meetings, including those in private institutions, that include a regular education teacher, a special education teacher, a district LEA and any related service staff. Members of the IEP Team discuss supplementary aids and services and a determination is made as to those considered and those rejected to enable a student to make progress in the general education classroom to the fullest extent possible. When the nature or severity of the disability is such that education cannot be achieved satisfactorily even with supplementary aids and services within the general education classroom, the team then discusses the benefits and/ or possible harmful effects of a continuum of special education services offered within or outside of the district. The team then makes a determination that balances least restrictive setting with the student's unique needs.

The district is developing a process by which to implement Response to Intervention (Rtl) and Positive Behavioral Support (PBIS) at a district-wide level. PBIS is currently being implemented within several schools within the district and a district-wide committee has been established to address a framework to incorporate PBIS district-wide.

The District is currently participating in an Inclusive Practices Project Mini-Grant in collaboration with PaTTAN. Four schools within the district have been targeted including two elementary schools, one middle school and one high school. Goals of the district include:

1. The reallocation of current resources to result in increasing numbers of students in less restrictive settings across the district.
2. Definition and development of focused, ongoing professional development plan at both the administrator and teacher level across the district to include: inclusionary practices, definition of roles, differentiation, co-teaching and peer coaching.
3. Identification of current behavior support practices across the district and identify the necessary supports to adopt a district-wide PBIS System.

The district will run its Second Annual Inclusion/Literacy Academy on August 4-6, 2008. The

Academy provides a variety of presenters/ presentations to deliver ongoing staff development to all district teachers to support all learners. Presenters include sources outside of the district (IU, PaTTAN, Legal Counsel, etc...), administrative staff and teaching staff. Two hundred teachers took advantage of the academy last summer and the joint planning committee (through the collaboration of the Curriculum & Instruction Department and the Special Education Department) is hoping to double that attendance in 2008. Summer presentations are supported through after-school and inservice B-Flex Training offerings throughout the following school year. Members of the joint planning committee attend a variety of conferences sponsored by Bureau of Education and Research (BER), PaTTAN, Staff Development Resources and PDE to gather information for staff development training on best practices.

Successful programs currently in place in the district that support inclusionary practices include: PBIS, Read 180, Wilson reading, and Reading Recovery.

Supplementary Aids and Services

Service/Resource	Description
Adapted Physical Education	Services in district operated programs are provided by district and IU20 physical education teachers.
Assistive Technology Supports	Services/supports based on evaluation of student's needs to be able to access their educational environment.
Behavioral supports and services to increase appropriate behavior and reduce disruptive or interfering behavior	Services/supports include: counseling supports, peer supports (e.g., facilitating friendships), individualized behavior support plans, Functional Behavioral Assessments, cooperative learning strategies
Collaboration between regular education, special education, related services, and paraprofessional staffs	Adults working together to support students
Hearing Therapy	Itinerant services are provided by IU employees through contract fee for services to diagnose and prescribe.
Individual and Group Counseling	Treatment is based on personal student need as required for the benefit of the student and/or groups involved. Provided in multiple settings in each level of our system, incorporating use of guidance counselors, mental health professionals, and mental health workers who are district and/or IU20 staff.
Occupational Therapy	Itinerant services are provided by IU employees through contract fee for services to diagnose and prescribe.
Orientation and Mobility training	Services are provided through contract agreement with certified O&M therapist.
Paraprofessional support	Enables students to receive direct support when needed
Physical adaptations and modifications to the educational environment	Adaptations/modifications include: preferential seating, individualized desk, chair, etc., adaptive equipment, environmental aids (e.g., classroom acoustics, heating, ventilation) structural aids (e.g., wheelchair accessibility, trays, grab bars)

Physical Therapy	Itinerant services are provided by IU employees through contract fee for services to diagnose and prescribe.
Professional development related to collaboration	Professional development activities are provided throughout the school year as well as within the annual inclusion/literacy academy
Providing alternate ways to demonstrate learning	When the IEP team considers SAS, they also take into consideration the student's learning style and address how to best assess each student within the contents of the curriculum
Special Transportation	Provided based on student's individual needs as per IEP team. Services include bus monitor, lift gate bus, air-conditioned bus, transportation to an alternate location.
Speech and Language Therapy	Services in district operated programs are provided by district speech and language therapists. Services to Bethlehem students in IU20 operated programs are provided by IU20 speech and language therapists.
Test modification/adaptation	Sample modifications include but are not limited to the following: limiting multiple choice answers, chunking vocabulary, essay choice, oral responses, and use of technology
Transition Services	School to work transition services to become productive citizens utilizing parents, school, community, and business partnerships.
Universal design	Using methods and materials that enable all students to access instruction
Vision Therapy	Itinerant services are provided by IU employees through contract fee for services to diagnose and prescribe.

LRE Data Analysis

Personnel Development Activities

Topic: Inclusion Literacy Academy (2nd Annual)

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 4, 5, and 6, 2008	PATTAN Staff, IU Staff, Higher Education Staff, Parents	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Increase the number of students in <21% by 1% Decrease the number of students in >60% by 3% Decrease the number of

students in Other Settings by .5%

Topic: Differentiated Instruction

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 4, 5, and 6, 2008, October 10, November 26, 2008, January 16, February 13, 2009	Teachers, Key Note Speaker	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	See Inclusion Literacy Academy Percentage Increase/Decrease

Topic: Co Teaching Strategies

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 4, 5, and 6, October 10, November 26, 2008, January 16 and February 13, 2009	Administrators and regular education teachers	Parent, Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	See Inclusion Literacy Academy Percentages

Topic: Implementing Literacy Toolkit in all Content Areas

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 4, 5, and 6, October 10, November 26, 2008, January 16 and February 13, 2009	Administrators	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	See Inclusion Literacy Academy Percentages

Topic: Differentiated Learning Centers

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 4, 5, and 6, October 10, November 26, 2008, January 16 and February 13, 2009	Teachers	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	See Inclusion Literacy Academy Percentages

Topic: Managing Classroom Behavior Through Instructional Practice

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 4, 5, and 6, October 10, November 26, 2008, January 16 and February 13, 2009		New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	See Inclusion Literacy Academy Percentages

Topic: Response to Intervention

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 4, 5, and 6, October 10, November 26, 2008, January 16 and February 13, 2009	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	See Inclusion Literacy Academy Percentages

Topic: Understanding SDI, Accommodations vs Modification, and Understanding Disabilities

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 10,	Higher	New Staff,	On-site Training with	See Inclusion

November 26, 2008, January 16, and February 13, 2009	Education Staff, Special Education Department Staff	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Guided Practice, Workshops with Joint Planning Periods	Literacy Academy Percentages
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Topic: Inclusion Literacy Academy 3rd Annual

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2009	PATTAN Staff, IU Staff, Higher Education Staff, Teachers	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Increase <21% by 1% Decrease >60% by 3% Decrease Students in Other Settings by .5%

Topic: Inclusion Literacy Academy 3rd Annual Topics to be determined

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October, November, 2009, January, February 2010	PATTAN Staff, IU Staff, Higher Education Staff, Teaches and Administrators	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	See Percentages for 3rd Annual Inclusion Literacy Academy

Topic: Inclusion Literacy Academy 4th Annual

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2010	PATTAN Staff, IU Staff, Higher Education Staff, Teachers and Administrators	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Increase <21% by 1% Decrease >60% by 3% Decrease Students in Other Settings by .5%

Topic: Inclusion Literacy Academy 4th annual Topics to be determine

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October and November 2010, January and February 2011	PATTAN Staff, IU Staff, Higher Education Staff, Teachers and Administrators	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	See Percentages from 4th Annual Inclusion Literacy Academy

Topic: PBIS

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Ongoing through 2008-2011	IU Staff, Higher Education Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Increase <21% by 1% Decrease >60% by 3% Decrease Students in Other Settings by .5%

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Easton Area High School	Neighboring School Districts	Part-time Emotional Support	5
Easton Area High School	Neighboring School Districts	Full time Autistic Support	1
Easton Area Middle School	Neighboring School Districts	Part-time Emotional Support	3
Cheston Elementary	Neighboring School Districts	Full-time Autistic Support Part-time Emotional Support	6
Forks Elementary	Neighboring School Districts	Full-time Life Skills Support	4
Moore Township Elementary	Neighboring School Districts	Part-time Emotional Support	2
Nazareth High School	Neighboring School Districts	Full time Autistic Support	2
Northampton High School	Neighboring School Districts	Physical Support	3
Northampton Middle School	Neighboring School Districts	Full time Autistic Support	1

Palmer Elementary	Neighboring School Districts	Part-time Emotional Support	4
Saucon Valley School District	Neighboring School Districts	Part time Emotional Support	1
Shawnee Middle School	Neighboring School Districts	Part time Emotional Support	2
Bethlehem Area Vocational Technical School	Neighboring School Districts	Part-time Emotional Support	1
Williams Township Elementary	Neighboring School Districts	Full-time MDS Full-time Autistic Support	3
Centennial School	Approved Private Schools	Life Skills Support	2
Centennial School	Approved Private Schools	Full-time Emotional Support	5
Bethlehem Special Learning Center	Other	Full-time Life Skills Support	1
Concern Center for Boys	Other	Full-time Emotional Support	1
Cornell Abraxas	Other	Full-time Emotional Support	3
Community Service Foundation	Other	Part-time Emotional Support	10
Devereux	Other	Full-time Emotional Support	3
Evergreen Youth Services	Other	Full-time Emotional Support	1
George Junior Republic	Other	Full-time Emotional Support	1
Haraborcreek Youth Services	Other	Part-time Learning Support	1
Jefferson Center	Other	Full-time Multiple Disabilities Support	1
Lehigh County Juvenile Justice Center	Other	Part-time Emotional Support	2
Lehigh County Juvenile Justice Center	Other	Part-time Learning Support	1
Lehigh Learning Academy	Other	Part-time Emotional Support	3
Lehigh Valley Academy	Other	Part-time Emotional Support	1
St. Michael's School	Other	Full time Emotional Support	1
Scranton School for the Deaf	Other	Hearing Support	3
Shawnee Academy	Other	Full-Time Emotional Support	1
Southwood School	Other	Part-time Emotional	1

		Support	
Northampton County Juvenile Justice Center	Other	Part-time Emotional Support	16
KidsPeace	Other	Full-time Emotional Support	6
Colonial Academy	Other	Full-time Autistic Support	8
Colonial Academy	Other	Full-time Life Skills Support	1
Colonial Academy	Other	Part-time Emotional Support	50
Penn Manor High School	Other	Full-time Emotional Support	1

Personnel Development for Improved Student Results

Technical Assistance and Training

Personnel Development Activities

Topic: AYP

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 4, 5, and 6, 2008	PATTAN Staff, IU Staff, Higher Education Staff, Teachers and Administrators	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	10% improvement of scores in order to make Safe Harbor.
October and November 2008, January, February, and June 2009	Teachers and Administrators	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	10% improvement of scores in order to make Safe Harbor.
Throughout 2008-2009 School Year	PATTAN Staff	New Staff, Instructional Staff, Administrative Staff	Conferences	10% improvement of scores in order to make Safe Harbor.
August 2009	PATTAN Staff, IU Staff, Higher Education	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff,	On-site Training with Guided Practice, Workshops with Joint Planning Periods	10% improvement of scores in order to make Safe Harbor.

	Staff, Teachers and Administrators	Related Service Personnel		
October and November of 2009, January, February, and June, 2010	PATTAN Staff, Conferences hosted by different entities	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	10% improvement of scores in order to make Safe Harbor.
August 2010	PATTAN Staff, IU Staff, Higher Education Staff, Teachers and Administrators	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	10% improvement of scores in order to make Safe Harbor.
October and November 2010, January, February, and June 2011	PATTAN Staff, IU Staff, Teachers and administrators	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	10% improvement of scores in order to make Safe Harbor.

Topic: Participation

There are currently no trainings entered for this topic.

Topic: Proficiency

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 4, 5, and 6, 2008	PATTAN Staff, IU Staff, Higher Education Staff, Teachers and Administrators	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Decrease in students needed ramp up programs before and after school Increase in 4Sight scores. Increase Reading Proficiency by 4.5% Increase Math Proficiency by 1%
October and November 2008,	Teachers and Administrators	New Staff, Paraprofessional, Instructional Staff,	On-site Training with Guided Practice, Workshops with Joint	Decrease in students needed ramp up programs

January, February, and June 2009		Administrative Staff, Related Service Personnel	Planning Periods	before and after school Increase in 4Sight scores. Increase Reading Proficiency by 4.5% Increase Math Proficiency by 1%
August 2009	PATTAN Staff, IU Staff, Higher Education Staff, Teachers and Administrators	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Decrease in students needed ramp up programs before and after school Increase in 4Sight scores. Increase Reading Proficiency by 1% Increase Math Proficiency by 1%
October and November 2009, January, February, and June 2010	Teachers and Administrators	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Decrease in students needed ramp up programs before and after school Increase in 4Sight scores. Increase Reading Proficiency by 1% Increase Math Proficiency by 1%
August 2010	PATTAN Staff, IU Staff, Higher Education Staff, Teachers and Administrators	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Decrease in students needed ramp up programs before and after school Increase in 4Sight scores. Increase Reading Proficiency by 1% Increase Math Proficiency by 1%
October and November 2010, January, February, and June 2011	Teachers and Administrators	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Decrease in students needed ramp up programs before and after school Increase in 4Sight scores. Increase Reading Proficiency by 1% Increase Math Proficiency by 1%

Personnel Development - PA NCLB Goal #1

Reflections

- **Legacy Dataview 1572**

Concern Last Modified:

Students are tested at the current grade level versus at the level which they are currently performing in the special education curriculum. At the 11th grade levels there are significantly higher levels of below basic students as compared to all other grade levels. A significant number of transfer students enter the BASD with lower levels of academic functioning. Moving below basic and basic students to proficient over multiple years of instruction. The PSSA testing at the 11th grade level contain abstract questions which are difficult for special education students to interpret. Providing special education students with a continuum of inclusionary practices across grade levels and schools.

- **Legacy Dataview 1573**

Strength Last Modified:

The majority of special education students in all grade levels tested scored in the basic or proficient areas of writing. In a one year span 11th grade special education improved by 21.4% in the area of writing proficiency. In a one year span 8th grade special education improved by 10.4% in the area of writing for both proficient and advanced.

- **Legacy Dataview 1574**

Strength Last Modified:

The BASD has higher numbers of special education students performing at the advanced and proficient levels in math in 3rd to 8th grade than in reading.

Base Line Data

Throughout each school year, BASD teachers have to opportunity to attend after school trainings in both reading and math as ACT 48 credit as well as "flex hours". Trainings are offered in all areas of the curriculum. Teachers also have the opportunity to request small group trainings to assist them with their content area. Trainings would be provided by the Curriculum and Instruction Department.

Beginning in August 2007, the BASD Special Education Department and Curriculum and Instruction Department began to work in collaboration in order to provide our staffs with appropriate professional development. In August 2007, the Inclusion Literacy Academy was held. It was a 2 and a half day (12 hours of flex time) series of presentations on literacy, differentiated instruction, and inclusionary practices. There were 200 administrators and teachers in attendance. This year, in 2008, we are planning on having over 400 people in attendance including administrators, teachers paraprofessionals, parents, and school board members. We have also involved PaTTAN, our local IU #20, and higher education staff members to assist in the development of the Academy as well as to present on the professional development topics. The presentation topics range from co-teaching, PBIS, reading and math literacy, Rtl, writing strategies, strategies for instructing students with specific types of disabilities such as Asperger's Syndrome, and a community agency resource fair for parents to gain access to outside agencies and supports.

Throughout the coming years, we are planning on continually improving our Inclusion Literacy Academy. In 2009, we hope to have 500 attendees, 600 attendees in 2010, and in 2011, offer our Academy Workshops to our BASD staff as well as neighboring school districts. Professional development topics will be developed based on staff input as well as areas of need that arise each year including PSSA results. At the high school level in special education, the district needs to improve their reading and math scores for the PSSA. In 2005-2006, Liberty High School scored 3% advanced and 5% proficient for students with IEPs in the area of Reading. Math scores were 6% advanced and 2% proficient. In 2006-2007 Liberty High School students scored 1% advanced and 10% proficient in Reading and 1% advanced and 5% proficient in Math. At Freedom High School in 2005-2006, 0% were advanced and 6% were advanced in Reading and 0% advanced and 2% proficient in Reading. In 2006-2007, 5% were advanced and 6% were proficient in Reading and 0% advanced and 5% proficient in Math. In 2008-2009, BASD would like to see a 5% increase in Math and Reading scores at both high schools in order to make safe harbor. We want to continue to see a 5% increase each year thereafter in both Math and Reading scores at both high schools.

Personnel Development Activities

Topic: Reading

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2008 through Spring 2009	Reading Apprenticeship trainers	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	Teachers will be either Level 1, Level 2, or Level 3 trained in reading apprenticeship and implement strategies within their classrooms as evidence through observations and through an increase in reading scores of 5%.
October and November 2008, February and March 2009	READ 180 trainers	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	Teachers will be able to implement the READ 180 program within their classrooms in order to improve reading fluency and comprehension in the students participating in the program and through an

September 2008, 2009, 2010, 2011	BASD administrators, publishers	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	increase in reading scores of 5%. Teachers will utilize curriculum materials, Reading Apprenticeship philosophy, and READ 180 effectively within the classroom to assist the BASD in increasing reading scores by 5% per year.
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Topic: Math

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2008 and October 2008	Textbook consultants	New Staff, Instructional Staff	On-site Training with Guided Practice	Teachers will be able to effectively use math textbooks to increase student achievement by 5% on state assessments.
August 2008 and November 2008	PATTAN Staff, IU Staff, Outside consultants and Distinguished Educators assigned to BASD	New Staff, Instructional Staff	On-site Training with Guided Practice	Teachers will be able to effectively implement strategies to improve PSSA scores in math using "My Guide Training - PSSA Prep Pilot" to assist the BASD in increasing math scores by 5%.
September 2008, January 2009, May 2009, September 2009, January 2010, May 2010,	BASD Curriculum and Instruction Department	New Staff, Instructional Staff	On-site Training with Guided Practice	Teachers will be able to effectively score open-ended questions for 4sight testing throughout the school year. Teaching students to effectively answer

September
2010,
January
2011, May
2011

open ended
questions and
improved scores
would be the
result in order to
assist the BASD
in increasing math
scores by 5%.

August 2008, BASD
August 2009, Curriculum
August 2010, and Instruction
August 2011 Department

New Staff

On-site Training with
Guided Practice

Teachers new to
the district will
understand and
effectively
implement the
BASD math
curriculum within
their classrooms
in and effort to
increase math
scores by 5%.

2008-2009 School
school year, Administrators,
2009-2010 Special Ed
school year, Department,
2010-2011 Curriculum
school year and Instruction
Department

New Staff,
Paraprofessional,
Instructional Staff,
Administrative Staff,
Related Service
Personnel

On-site Training with
Guided Practice

Teachers working
in co-teaching
teams will have
scheduled
support
throughout each
of the next 3
school years in
order to provide
effective
classroom
instruction in an
effort to increase
math scores by
5%.

Personnel Development - PA NCLB Goal #3

Reflections

There are currently no reflections selected for this section.

Base Line Data

Within the Bethlehem Area School District, 65.5% of special education teachers have masters degrees or higher. Overall, the average years of experience of teachers within the district is 11.4 years. Prior to the 2008-2009 school year, the only training that was addressed to staff was a parent training focused on strategies for students with Asperger's. 15 teachers and paraprofessionals attended the session at the Inclusion Literacy Academy held during August of 2008. Our future focus is on 3 of our elementary buildings that has 2 self-contained autistic support programs. The goal is to provide all staff within the buildings trained in strategies for instructing students with autism. By the end of 2008-2009 school year, all 28 of the staff will be trained from Marvine Elementary. By the end of the 2009-2010 school year, all staff at Governor

Wolf Elementary, 28 teachers, will be trained. By the end of the 2010-2011 school year, all staff at Freemansburg Elementary, 32 teachers, will be trained.

Within the special education department, there are 96 paraprofessionals working K-12 in special education. These individuals deliver services within the regular education classroom, small group, one-on-one, and through job coaching. The district has been providing training on special topics regarding inclusion, behavior modification strategies, learning disabilities, and best practices. The majority of the training is at the discretion of the individual in regards to state certification and highly qualified status. The Special Education Department will work with the Human Resources Department to ensure that paraprofessionals are offered appropriate professional development to meet the 20 hours of professional development that is required each year. At this point in time, the Special Education Department is not included in determining highly qualified status for paraprofessionals. The Special Education Department will also work throughout the next 3 years to ensure that appropriate professional development for paraprofessionals will be offered.

Training opportunities in the area of autism spectrum disorders and associated conditions arise throughout the school year as requested by building administrators and/or as a result of teachers needing assistance within their classroom. Trainings are not necessarily limited to monthly in-services.

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
November 2008	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	The 28 teachers at Marvine Elementary School will implement behavior strategies within the classroom appropriate for students with autism. 2 student from the autistic support classroom will move from full-time autistic support to supplemental autistic support.
February 2009	PATTAN Staff, IU Staff, Parents	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	The 28 teachers at Marvine Elementary School will implement new strategies

November 2009	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	<p>obtained from conferences attended. 2 student from the autistic support classroom will move from full-time autistic support to supplemental autistic support.</p> <p>The 28 teachers at Governor Wolf Elementary will learn and implement appropriate behavioral strategies for students with autism when included in the regular education classroom. 2 students identified with autism will reach supplemental status on their educational placement.</p>
February 2010	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	<p>Information obtained at conferences will be shared with staff and implemented within classrooms to improve instruction and/or behavior to have 2 students identified with autism reach supplemental status on their educational placement.</p>
November 2010	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	<p>32 teachers at Freemansburg Elementary School will implement behavioral strategies</p>

February 2011	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	appropriate for students with autism. 2 student from the autistic support classroom will move from full-time autistic support to supplemental autistic support. Information obtained at conferences will be presented to teachers and staff and implemented within the classroom. 2 student from the autistic support classroom will move from full-time autistic support to supplemental autistic support.
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**Topic: ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER:
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
August 2008	PATTAN Staff, IU Staff, Higher Education Staff, Parents as trainers	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Paraprofessionals will increase knowledge and skills necessary to obtain highly qualified status by completing 20 hours of professional development per year.
August 2008, November 2008, January 2009, April 2009	PATTAN Staff	Paraprofessional	On-site Training with Guided Practice, Conferences	Paraprofessional will increase knowledge and skills necessary to obtain highly qualified status by completing 20

October 2008, February 2009, March 2009	IU Staff, Administrators and educators	Paraprofessional	On-site Training with Guided Practice	hours of professional development per year.
				Paraprofessionals will meet requirements toward highly qualified status by completing 20 hours of professional development per year.

Personnel Development - PA NCLB Goal #5

Reflections

There are currently no reflections selected for this section.

Base Line Data

At this point, the BASD is meeting targets for graduation rates. As far as special education students graduating from high school are concerned, we are providing students with the information that they need in order to obtain services after graduation. Information is provided through a transition fair held in January of each year. In 2008, there were approximately 20 parents in attendance at the Transition Fair with 5 agencies represented. When students with low incidence disabilities have reached the age of 21, exit IEP meetings are held with outside agencies, parents, students and BASD representatives.

The BASD offers two different school-to-work programs. The first program involves our students enrolled in the life skills support programs. They are placed in district employment opportunities with job coaching as needed. The students can also be paid for their work. Some of the students are employed competitively within the community, but the district provides transportation to and from the job site. The second program is called Site Training Employment Program/Services (STEPS). In STEPS I, students begin in 9th and 10th grade with pre-vocational skills within the school setting. They work in the coffee shop, filling the soda machines, delivering papers, doing photocopying, etc. In STEPS II, the students may be competitively employed with job coaching services. By STEPS III, the students are competitively employed independently. They are able to utilize public transportation in order to get to and from work. They are monitored by staff, but do not receive direct job coaching services from BASD staff.

When transitioning from middle school to high school, students and parents are invited to a question and answer session. Collaborative IEP meetings between high school and middle school staff are held in order to address issues that may occur during the transition. When transitioning from elementary to middle school, students and parents are also invited to a question and answer session. Elementary teachers complete matriculation forms so that services can be duplicated at the middle school level. Middle school guidance and elementary special education teachers meet to discuss and begin the scheduling process for students. Collaborative IEP meetings may also be held. Middle school and elementary school special education departments meet to discuss each incoming 6th graders. During 2008, there were approximately 50 parents in attendance at the Matriculation Night.

Currently, the BASD for 2006-2007 has a drop out rate of 24.59%. The graduation rate in 2006-2007 was 74.86%. In 2008-2009, we want to decrease our drop out rate by 3% and increase our graduation rate by 3%. We want the trend to continue over the following 2 years.

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 living

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 2008	Special Education Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Teachers will create appropriate transition plans that meet the requirements of Indicator 13. The drop out rate will decrease by 3% per year.
January 2009	Community Agencies, BASD administrators, teachers	Parent, New Staff, Instructional Staff	Transition Fair	Students and families will be provided with appropriate information from community agencies to make the transition from high school to adult life. The number of attendees will increase by 10% each year.
October 2009	BASD Administrators and teachers	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Teachers will create appropriate transition plans that meet the requirements of Indicator 13. Graduation rates will increase by 3% and drop out rates will decrease by 3% each year.
January 2010	Community Agencies, BASD	Parent	Transition Fair	Students and families will be provided with

	administration and teachers			appropriate information from community agencies to make the transition from high school to adult life. The number of attendees will increase by 10% each year.
October 2010	BASD administrators and teachers	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Teachers will create appropriate transition plans that meet the requirements of Indicator 13. Graduation rates will increase by 3% and drop out rates will decrease by 3% each year.
January 2011	Community agencies, BASD administrators, teachers	Parent	Transition fair	Students and families will be provided with appropriate information from community agencies to make the transition from high school to adult life. The number of attendees will increase by 10% each year.

Behavior Support Services

Reflections

There are currently no reflections selected for this section.

Summarized School District Policy

Positive Behavior Intervention and Support is a proactive approach to discipline that promotes appropriate student behavior and an increase in learning. The Bethlehem Area School District currently is implementing PBIS within some schools within the district. The district is looking at a district wide implementation within the next three years. In 2008-2009 school year, the two district high schools and Broughal Middle School will begin implementing PBIS. In the 2009-2010 school year, Nitschmann Middle School will implement PBIS. In 2010-2011 school year, East

Hills Middle School will implement PBIS.

Traditionally, models of school discipline tend to be reactive (i.e. student misbehavior results in punitive consequences). The system is based upon a three-tiered model. The first tier (universal) serves as the foundation upon which the other two tiers are built. This tier provides a system of supports to all students in a school based on preventative practices, which emphasize teaching, and reinforcing expected student behaviors. Tier two (secondary) provides targeted interventions to support students identified as "at risk" who require more intervention than is typically provided within their one universal support. Support offered in tier three (tertiary) requires the most intensive level of intervention for students with the most significant behavior/emotional support needs.

Currently, the BASD relies on a code of conduct which outlines discipline policies and procedures. As students move through the code of conduct, special education staff is made aware and follow the state outlined requirements for functional behavioral assessments (FBAs) and manifestation determinations. At this point in time, approximately 7 schools within the BASD are implementing some form of PBIS.

In the area of School-Based Behavioral Health, no trainings had been provided to staff in the 2007-2008 school year. From the 2008-2009 school year and ongoing, guidance counselors will receive at least one training session at the beginning of each school year to review the requirements of 504 plans as well as outside counseling services that may be offered.

The baseline for staff trained in CPI techniques is 15 teachers and paraprofessionals trained during the 2007-2008 school year. A training has already been set up for October 2008 for staff to be trained. Each year we want to increase our baseline by 20%.

Personnel Development Activities

Topic: Positive Behavioral Supports

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2008, August 2009, August 2010, and August 2011	IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Schools will have the information necessary to begin to implement PBS within their schools. The school district will increase the number of schools implementing PBIS by 3 schools the first year and 1 school each year after.
October, November, January, and February 2009, 2010, and 2011	IU Staff, Staff designated as trainers	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Staff will be updated regularly on progress of PBS. Data will be reviewed on discipline referrals/suspensions. The school district will increase the number of schools

implementing PBIS by 3 schools the first year and 1 school each year after.

Topic: School-based Behavioral Health

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2008, September 2009, September 2010, September 2011	Special education staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Requirements for writing appropriate 504 accommodation plans will be reviewed with staff. The district will implement 504 plans 100% during the 2008-09 school year and each year after that.
Ongoing	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, The district contracts with CIU #20 to provide mental health services to students that required the services.	100% of students needing behavioral health services that they require will be provided through partnerships with CIU 20 RESOLVE program, Valley Youth House, and other providers as deemed necessary.
Ongoing	Valley Youth House, Center for Humanistic Changes	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	The outside agencies will provide services to 100% of the students and families as needed.

Topic: De-escalation Techniques

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2008,	Special	Parent, New Staff,	On-site Training with	De-escalation

2009, 2010, 2011	education staff trainers	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Guided Practice	techniques will be demonstrated to staff to be implemented in the upcoming school year. The number of staff trained in de-escalation techniques will increase by 20% per year.
March 2009, 2010, 2011	Special education staff trainers	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Staff will participate in refresher course for certification and/or receive certification for the first time. The number of staff trained in de-escalation techniques will increase by 20% per year.

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

A very limited number of cases where difficulty in providing Free and Appropriate Public Education (FAPE) occurs in the Bethlehem Area School District.

In the past, there was difficulty in delivery of FAPE for students with dual diagnosis of Autism and MR who had aggressive behaviors. Students with dual diagnosis of MR and ED were also a challenge. Over the past three years, based on the previous special education plan, programs and supports have been developed through partnership with Colonial IU 20 to meet the needs of identified students.

The BASD continues to provide FAPE for all students by making use of resources within the district, consulting or contracting with IU 20 and private agencies, as well as consultation with PaTTAN.

There are currently no students enrolled in the BASD for whom FAPE is not being provided.

Local Continuum of Supports and Services

The Bethlehem Area School District administration continues to support the IEP teams to provide resources for students who are receiving a Free, Appropriate, Public Education (FAPE) in more restrictive settings outside their neighborhood schools.

Upon identification for discharge to a less restrictive setting, an individualized transition process with supports is developed. The transition begins on a part time basis either ½ days or 2-3 days per week with supports provided by staff from the existing placement with the intent to transfer the skills to staff at the

neighborhood school. Once the student has completely transitioned to the neighborhood school on a full time basis, on-going collaboration/support is not available and often the student is not successful.

The BASD needs to further examine the current support resources within the neighborhood school to continue to support these students implementing the identified strategies that were successful in the previous placement.

A) The BASD has obtained a \$20,000 inclusion mini-grant for staff development focusing on implementing best practices to meet the needs of **all** students in the least restrictive environment. District family centers provide supports to families coordinating medical services, mental health services, housing and parenting skills. The district partners with various community agencies to provide additional counseling support, therapeutic interventions, and referrals for higher levels of care.

B) The BASD is hosting its second annual Inclusion/Literacy Academy this summer which is offered to all staff, administrators, para-professionals, parents and community agencies. The academy focuses on best practices to meet the needs of **all** students in the least restrictive environment. In addition, the BASD has established partnerships with institutions of higher education to collaborate/develop on-site trainings and align undergraduate courses to prepare teaching candidates to meet the needs of **all** students. District trainers are available to assist neighborhood school teams in identifying disruptive behaviors and the implementation of proactive strategies to allow students to progress at an optimum level.

Expansion of Continuum of Supports and Services

The district utilizes a collaborative process to expand its continuum of services available to students.

In order to coordinate the services between private community agencies, IU 20 and the BASD, an Interagency or CASSP meeting is scheduled where information regarding the student's strengths and needs are reviewed. The team collaborates to develop strategies and interventions that will be required to meet the needs in the least restrictive environment. A plan of action is developed at the meeting.

Following that meeting, the IEP team convenes within a reasonable amount of time to review plan of action and recommendations from the CASSP/Interagency meeting. The IEP revisions are made to reflect the plan of action. Consideration is made regarding supplementary aids and services required to meet the needs of the student.

The IEP is implemented within 10 school days.

If there is a student for whom an appropriate program cannot be developed, the district would contact the Regional Interagency Coordinator (RIC) from the Bureau of Special Education for assistance.

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Asa Packer	E	GE	S	LS	5	11	16	1.0
N	IU	Asa Packer	E	GE	S	ES	5	8	10	1.0
M	SD	James Buchanan	E	GE	S	ES	6	8	7	1.0
-	SD	James Buchanan	E	GE	I	LS	6	9	8	0.5
-	SD	James Buchanan	E	GE	I	LS	9	11	17	1.0

-	SD	Calypso	E	GE	I	LS	8	10	9	1.0
-	SD	Calypso	E	GE	I	LS	9	11	7	1.0
-	SD	Clearview	E	GE	I	LS	6	9	15	1.0
-	SD	Clearview	E	GE	S	LS	9	10	11	1.0
-	SD	Clearview	E	GE	S	LS	9	11	13	1.0
-	IU	Clearview	E	GE	FT	MDS	6	8	8	1.0
-	SD	Donegan	E	GE	I	LS	7	11	13	1.0
-	SD	Donegan	E	GE	I	LS	7	12	16	1.0
N	SD	Donegan	E	GE	I	LS	6	10	6	0.5
-	SD	Fountain Hill	E	GE	S	LS	7	9	13	1.0
N	SD	Fountain Hill	E	GE	S	LS	6	8	14	1.0
-	SD	Fountain Hill	E	GE	I	LS	9	10	15	1.0
-	SD	Fountain Hill	E	GE	I	LS	10	12	9	1.0
-	SD	Fountain Hill	E	GE	I	LS	8	10	19	1.0
-	SD	Farmersville	E	GE	I	LS	6	11	19	1.0
-	SD	Farmersville	E	GE	I	LS	6	11	22	1.0
-	IU	Farmersville	E	GE	FT	MDS	8	11	8	1.0
M	IU	Farmersville	E	GE	FT	ES	8	12	10	1.0
-	SD	Freemansburg	E	GE	I	LS	8	10	13	1.0
-	SD	Freemansburg	E	GE	I	LS	10	11	14	1.0
M	SD	Freemansburg	E	GE	S	ES	9	11	11	1.0
-	IU	Freemansburg	E	GE	FT	AS	8	11	8	1.0
-	SD	Governor Wolf	E	GE	S	LS	10	11	14	1.0
-	SD	Governor Wolf	E	GE	I	LS	6	9	9	1.0
N	SD	Governor Wolf	E	GE	I	LS	6	9	6	0.5
M	IU	Governor Wolf	E	GE	FT	DHIS	8	10	8	1.0
N	IU	Governor Wolf	E	GE	FT	AS	5	8	8	1.0
-	SD	Hanover	E	GE	I	LS	8	10	14	1.0
M	IU	Hanover	E	GE	FT	MDS	9	12	8	1.0
-	SD	Lincoln	E	GE	S	LS	7	12	12	1.0
-	SD	Lincoln	E	GE	S	LS	8	10	15	1.0
-	SD	Marvine	E	GE	S	LS	8	10	5	0.5
-	SD	Marvine	E	GE	S	LS	9	11	7	1.0
-	IU	Marvine	E	GE	FT	AS	5	8	8	1.0
N	IU	Marvine	E	GE	FT	AS	8	11	8	1.0
-	SD	Miller Heights	E	GE	I	LS	6	11	9	1.0
-	SD	Miller Heights	E	GE	I	LS	6	10	14	1.0
-	SD	Spring Garden	E	GE	I	LS	8	12	12	1.0
-	SD	Spring Garden	E	GE	I	LS	7	10	10	1.0
-	SD	Spring Garden	E	GE	S	LS	9	11	14	1.0

-	SD	Spring Garden	E	GE	S	LSS	9	11	11	1.0
N	SD	Spring Garden	E	GE	S	LSS	7	10	13	1.0
-	SD	Spring Garden	E	GE	S	LSS	5	7	9	1.0
-	SD	Thomas Jefferson	E	GE	I	LS	7	11	20	1.0
-	SD	Thomas Jefferson	E	GE	S	ES	9	11	8	1.0
-	SD	William Penn	E	GE	I	LS	8	10	18	1.0
-	SD	Regional Academic Standards Academy	E	GE	I	LS	11	12	2	1.0
-	SD	East Hills	M	GE	S	LS	11	13	10	1.0
-	SD	East Hills	M	GE	I	LS	12	14	15	1.0
N	SD	East Hills	M	GE	S	LS	12	14	19	1.0
-	SD	East Hills	M	GE	S	LS	12	14	13	1.0
-	SD	East Hills	M	GE	I	LS	13	15	19	1.0
-	SD	East Hills	M	GE	S	LS	13	15	11	1.0
-	IU	East Hills	M	GE	FT	AS	12	14	6	1.0
-	IU	East Hills	M	GE	FT	DHIS	13	14	3	1.0
-	SD	Nitschmann	M	GE	I	LS	11	12	16	1.0
-	SD	Nitschmann	M	GE	I	LS	12	14	21	1.0
-	SD	Nitschmann	M	GE	I	LS	12	13	19	1.0
-	SD	Nitschmann	M	GE	I	LS	13	16	18	1.0
-	SD	Nitschmann	M	GE	S	LS	13	14	16	1.0
-	SD	Nitschmann	M	GE	S	ES	13	14	11	1.0
-	IU	Nitschmann	M	GE	S	ES	12	14	8	1.0
-	IU	Nitschmann	M	GE	FT	PS	11	14	4	1.0
-	SD	Northeast	M	GE	I	LS	11	13	15	1.0
-	SD	Northeast	M	GE	I	LS	11	13	20	1.0
-	SD	Northeast	M	GE	S	LS	11	13	14	1.0
-	SD	Northeast	M	GE	I	LS	12	14	15	1.0
-	SD	Northeast	M	GE	I	LS	12	13	17	1.0
-	SD	Northeast	M	GE	S	LS	12	14	15	1.0
-	SD	Northeast	M	GE	I	LS	13	15	16	1.0
-	SD	Northeast	M	GE	I	LS	13	15	16	1.0
-	SD	Northeast	M	GE	S	LS	13	15	15	1.0
-	SD	Northeast	M	GE	S	ES	13	14	9	1.0
-	IU	Northeast	M	GE	S	ES	13	15	9	1.0
-	IU	Northeast	M	GE	FT	MDS	13	16	6	1.0
N	IU	Northeast	M	GE	FT	AS	12	14	6	1.0
-	SD	Broughal	M	GE	I	LS	11	14	16	1.0
-	SD	Broughal	M	GE	S	LS	11	13	18	1.0
-	SD	Broughal	M	GE	S	LS	12	14	14	1.0

-	SD	Broughal	M	GE	S	LS	12	14	15	1.0
-	SD	Broughal	M	GE	S	LS	13	15	21	1.0
N	SD	Broughal	M	GE	S	LS	13	15	19	1.0
-	SD	East Hills	M	GE	S	LSS	12	15	10	1.0
-	SD	East Hills	M	GE	S	LSS	11	15	11	1.0
-	SD	East Hills	M	GE	S	LS	11	14	14	1.0
-	SD	East Hills	M	GE	S	ES	11	13	7	1.0
-	SD	East Hills	M	GE	I	LS	11	13	28	1.0
-	IU	Freedom	S	GE	S	ES	14	18	12	1.0
-	IU	Freedom	S	GE	S	ES	14	18	12	1.0
-	SD	Freedom	S	GE	S	LS	14	18	12	1.0
-	SD	Freedom	S	GE	S	LS	15	19	14	1.0
-	SD	Freedom	S	GE	I	LS	15	18	28	1.0
-	SD	Freedom	S	GE	I	LS	15	19	30	1.0
-	SD	Freedom	S	GE	I	LS	14	18	27	1.0
-	SD	Freedom	S	GE	I	LS	15	18	27	1.0
-	SD	Freedom	S	GE	S	LS	14	18	19	1.0
-	SD	Freedom	S	GE	S	LS	14	18	16	1.0
-	SD	Freedom	S	GE	S	ES	15	19	18	1.0
-	SD	Freedom	S	GE	S	LS	15	21	15	1.0
-	SD	Freedom	S	GE	S	LS	14	18	18	1.0
-	IU	Bethlehem Area Vocational- Technical	S	GE	S	ES	15	19	12	1.0
-	SD	Liberty	S	GE	FT	MDS	17	19	6	1.0
-	SD	Liberty	S	GE	S	LSS	15	16	10	1.0
-	SD	Liberty	S	GE	S	LSS	15	19	11	1.0
-	SD	Liberty	S	GE	S	LSS	19	21	13	1.0
-	SD	Liberty	S	GE	S	LS	14	18	16	1.0
-	SD	Liberty	S	GE	S	LS	17	18	13	1.0
-	SD	Liberty	S	GE	I	LS	14	16	18	1.0
-	SD	Liberty	S	GE	I	LS	15	18	39	1.0
-	SD	Liberty	S	GE	I	LS	16	18	33	1.0
-	SD	Liberty	S	GE	I	LS	15	18	30	1.0
-	SD	Liberty	S	GE	I	LS	14	16	17	1.0
-	SD	Liberty	S	GE	I	LS	14	16	20	1.0
-	SD	Liberty	S	GE	I	LS	15	19	24	1.0
-	SD	Liberty	S	GE	S	LS	14	15	12	1.0
-	SD	Liberty	S	GE	S	LS	15	20	22	1.0
-	SD	Liberty	S	GE	S	LS	15	20	12	1.0
-	SD	Liberty	S	GE	S	LS	15	20	19	1.0

-	SD	Liberty	S	GE	S	LS	15	19	21	1.0
-	SD	Liberty	S	GE	S	LS	16	21	22	1.0
-	SD	Liberty	S	GE	S	LS	14	18	16	1.0
-	SD	Liberty	S	GE	S	LS	14	16	12	1.0
-	SD	Liberty	S	GE	S	LS	15	19	19	1.0
N	SD	Liberty	S	GE	S	LS	16	19	16	1.0
-	SD	Liberty	S	GE	S	ES	14	17	15	1.0
M	SD	Liberty	S	GE	S	ES	15	19	12	1.0
-	SD	Liberty	S	GE	S	ES	16	18	18	1.0
-	IU	Liberty	S	GE	S	DHIS	15	18	5	1.0
-	SD	Nitschmann	M	GE	I	LS	11	12	16	1.0
-	SD	Nitschmann	M	GE	S	LS	11	13	10	1.0
-	SD	Freedom	S	GE	S	LS	14	19	10	1.0
-	SD	Asa Packer	E	GE	I	SLS	5	10	21	0.5
-	SD	James Buchanan	E	GE	I	SLS	5	8	32	0.5
-	SD	Calypso	E	GE	I	SLS	5	8	20	0.5
-	SD	Clearview	E	GE	I	SLS	7	12	31	0.5
-	SD	Donegan	E	GE	I	SLS	5	11	35	1.0
-	SD	Farmersville	E	GE	I	SLS	5	11	24	1.0
-	SD	Fountain Hill	E	GE	I	SLS	6	10	22	0.5
-	SD	Freemansburg	E	GE	I	SLS	7	11	20	0.5
-	SD	Governor Wolf	E	GE	I	SLS	5	11	25	0.5
-	SD	Hanover	E	GE	I	SLS	5	10	8	0.5
-	SD	Lincoln	E	GE	I	SLS	5	11	16	1.0
-	IU	Marvine	E	GE	I	SLS	5	10	27	1.0
-	SD	Miller Heights	E	GE	I	SLS	5	10	15	0.5
-	SD	Spring Garden	E	GE	I	SLS	5	11	30	1.0
-	SD	Thomas Jefferson	E	GE	I	SLS	6	10	15	0.5
-	SD	William Penn	E	GE	I	SLS	6	12	15	0.5
-	SD	Regional Academic Standards Academy	E	GE	I	SLS	10	12	12	0.5
-	SD	Broughal	M	GE	I	SLS	11	14	3	0.5
-	SD	East Hills	M	GE	I	SLS	11	14	10	0.5
-	SD	Nitschmann	M	GE	I	SLS	11	14	3	0.5
-	SD	Northeast	E	GE	I	SLS	11	14	1	0.5
-	SD	Freedom	S	GE	I	SLS	15	21	15	0.5
-	SD	Liberty	S	GE	I	SLS	15	21	35	0.5

Justification: For those case loads that exceed the 3 year age span (across all levels), justification is: Students receiving services per class period are within a three year age span.

Support Staff (District)

School District: Bethlehem Area SD

ID	OPR	Title	Location	FTE
-	SD	School Psychologist	District-wide E/M/S	10.60
-	SD	Home/School Visitor	District-wide E/M/S	2.00
-	SD	Educational Support Teacher	District-wide E/M/S	3.00
-	SD	Director of Special Education	District-wide	1.00
-	SD	Supervisor of Special Education	District-wide E/M/S	3.00
N	SD	Secretary	District-wide E/M/S	4.50
N	SD	Access Program Assistant	District-wide E/M/S	1.00
-	SD	Speech Therapist	District-wide E/M/S	12.00
-	SD	Teacher Aide	Asa Packer Elementary	2.00
-	SD	Teacher Aide	James Buchanan Elementary	3.50
-	SD	Teacher Aide	Calypso Elementary	1.00
-	SD	Teacher Aide	Clearview Elementary	1.00
-	SD	Teacher Aide	Donegan Elementary	2.00
-	SD	Teacher Aide	Farmersville Elementary	1.00
-	SD	Teacher Aide	Fountain Hill Elementary	4.00
-	SD	Teacher Aide	Freemansburg Elementary	2.00
-	SD	Teacher Aide	Governor Wolf Elementary	1.45
-	SD	Teacher Aide	Hanover Elementary	0.50
-	SD	Teacher Aide	Lincoln Elementary	2.00
-	SD	Teacher Aide	Marvine Elementary	1.00
-	SD	Teacher Aide	Miller Heights Elementary	2.00
-	SD	Teacher Aide	Spring Garden Elementary	11.00
-	SD	Teacher Aide	Thomas Jefferson Elementary	2.00
-	SD	Teacher Aide	William Penn Elementary	1.00
-	SD	Teacher Aide	Broughal Middle	3.00
-	SD	Teacher Aide	East Hills Middle	7.00
-	SD	Teacher Aide	Nitschmann Middle	6.50
-	SD	Teacher Aide	Northeast Middle	4.50
-	SD	Teacher Aide	Freedom High	8.15
-	SD	Teacher Aide	Liberty High	23.51

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	IU 20	Adapted Physical Education	51 Hours

- IU 20	Autistic Support with 2 Associate teachers	105 Hours
- IU 20	Autistic Support with 2 Associate teachers secondary	19 Hours
- IU 20	Autistic Support with 3 Associate Teachers	83 Hours
- IU 20	Emotional Support with 1 Associate Teacher	12 Hours
- IU 20	Emotional Support with 1 Associate Teacher and .5 Mental Health Worker	9 Hours
- IU 20	Emotional Support with 1 Mental Health Worker	17 Hours
- IU 20	Hearing Support	23 Hours
- IU 20	Hearing Support with 1 Associate Specialist	13 Hours
- IU 20	Hearing Support with 2 Associate Specialists	6 Hours
- IU 20	Itinerant Hearing Instructional Support	76 Hours
- IU 20	Itinerant Speech and Language Support	94 Hours
- IU 20	Itinerant Vision Instructional Support	49 Hours
- IU 20	Life Skills Support with 2 Associate Teachers	24 Hours
- IU 20	Multiple Disabilities Support with 2 Associate Teachers	81 Hours
- IU 20	Occupational Therapy	175 Hours
- IU 20	Physical Support with 2 Associate Teachers	20 Hours
- IU 20	Physical Therapy Team	40 Hours
- IU 20	Psychological Services	29 Hours

Assurance for the Operation of Special Education Services and Programs

School Years: 2011 - 2014

The Bethlehem Area SD within Colonial IU 20 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