

Lebanon SD

District Level Plan

07/01/2017 - 06/30/2020

District Profile

Demographics

1000 S 8th St
Lebanon, PA 17042
(717)273-9391
Superintendent: Marianne Bartley
Director of Special Education: Joshua Coatsworth

Planning Process

The comprehensive planning process began in Fall, 2015 as our superintendent, Marianne Bartley, discussed the current Comprehensive Plan with our board of school directors and administrators, and informed the district we are, once again, entering the initial phases of a new plan. Dr. Bartley shared a timeline of development that would stretch for almost a year and a half as the district conducted its needs assessment, considered its resources, and developed strategies to improve student achievement. Coordinating the comprehensive planning process was then assigned to the assistant to the superintendent for curriculum and instruction and a timeline was developed that provided for a series of meetings involving district staff and stakeholders.

A committee was established to assist in the needs assessment as well as development of action plans for the district.

Mission Statement

The Mission of the Lebanon School District states:

Building on our tradition of educational excellence, the mission of the Lebanon School District is to challenge students to continually develop their skills as lifelong learners and responsible citizens.

Comment

This mission statement embraces the broadest definition of the purpose of public schools, i.e. foster our democracy and develop students into contributing members of society. The Lebanon School District mission statement demonstrates our commitment to liberal education and the role it plays in providing the knowledge, skills, and attitudes necessary for each student to reach their potential.

The mission statement of the district has largely gone unchanged over the years as we believe it encompasses the many possibilities within our system.

Vision Statement

The vision of the Lebanon School District is:

The Lebanon School District will provide an educational experience that will optimize success for all students.

We will honor best practices in teaching and learning so that all students learn at high levels, utilizing technology to enhance learning beyond the classroom.

Our graduates will rely on the foundation of their K-12 education as they set their own goals.

Our children will become confident, skilled communicators who are prepared to compete academically and socially in the world beyond high school.

They will be active citizens who contribute in both local and global communities.

Lebanon School District graduates will rely on their strong sense of character, enabling them to make ethical decisions in an every-changing world.

Shared Values

The shared values of the Lebanon School District community are:

- We believe all students should be able to demonstrate at least a year's academic growth in a year's time, evident through ongoing assessment data.
- We believe that all students can achieve, reaching proficiency or advanced level on annual state assessments.
- We believe that it is our shared responsibility as a community to provide the necessary time and resources to ensure that all students achieve.
- We believe in education of the whole child, understanding that the development of intellect and character are essential to our community and country.

- We believe in the importance of ongoing training and coaching for all staff. Such training should reflect current research and best practices.
- We believe in teamwork and collaboration among staff.
- We believe in accountability for all staff, evident through clear performance expectations, and regular feedback.
- We believe that our schools should be welcoming places that encourage family and community involvement.
- We believe that the community and our schools share the responsibility of building the developmental assets in our children and that working together we can positively impact the future.
- We believe that stakeholders in our learning community will conduct themselves with respect and with the students' best interests in mind.

Educational Community

The Lebanon School District community is unique in size, demographics, and the stability of the school district. Our district is comprised of Lebanon city and West Lebanon Township, and is only four and a half square miles. The surrounding county consists of suburban homes, businesses and farmland. We are located approximately 25 miles from Harrisburg, Lancaster, and Reading. Similar to most cities, we have experienced a declining tax base, closed factories, a decrease in home ownership and an increase in rental properties.

The demographics of our student population have changed over the years, as has happened in most cities across the United States. Currently, we serve over 4,900 students, with 30% of our students white, and more than 60% of our students classified as Hispanic. We have an emerging Arabic population, and approximately 800 of our students are English Language Learners (ELL). Approximately 88% of our students qualify for free or reduced lunch.

Despite the rapid changes in economic need of our students and families, and the cultural diversity of our students, Lebanon has enjoyed stability in leadership and teaching. Our School Board is comprised of mostly experienced Board members. All are committed to the welfare of the children. Our superintendent is in her fifteenth year in the district, and while there have been changes in building leadership, the transitions have been well planned. Our teacher mobility rate is 3% compared with the national average of 15%, and we believe that is because we collaborate well, and provide opportunities for teachers to grow and learn. We are also pleased to report that many of our teachers have evolved into leaders, not just regionally, but nationally. Many have been pioneers

in initiatives such as the Literacy Design Collaborative, with the Bill and Melinda Gates Foundation, the PA Hybrid Learning Initiative, and the national DreamTeam. Several of our principals have piloted Pennsylvania's new teacher evaluation system as well.

The district solicits the opinions of stakeholders on an annual basis to determine our success with meeting the needs of students and their families. Consistently, our survey data indicate a very high level of satisfaction (>98% reporting satisfied/highly satisfied) with the programs, services, and climate of the school system.

Planning Committee

Name	Role
Marianne Bartley	Administrator : Professional Education Special Education
Dawn Connelly	Administrator : Professional Education Special Education
Pedro Cruz	Administrator : Professional Education Special Education
Christopher Danz	Administrator : Professional Education
Gregory Danz	Administrator : Professional Education
William Giovino	Administrator : Professional Education Special Education
Michael Murphy	Administrator : Professional Education
Fred Shattls	Administrator : Professional Education Special Education
Neil Young	Administrator : Professional Education
Tammy Brown	Community Representative : Professional Education
Dan Rau	Community Representative : Professional Education
Betty Miller	Ed Specialist - Other : Professional Education Special Education
Karl Liedtka	Ed Specialist - School Counselor
Jessica Ashworth	Elementary School Teacher - Regular Education : Special Education
Jennie Vu	Elementary School Teacher - Regular Education : Professional Education
Kerri Snook	Elementary School Teacher - Special Education : Special Education
Devon Via	High School Teacher - Regular Education : Professional Education

Kelly Bucy	High School Teacher - Special Education : Special Education
Shawn Canady	Instructional Technology Director/Specialist : Professional Education
Jessica Cabrera	Middle School Teacher - Regular Education : Professional Education
Chad Thomas	Middle School Teacher - Regular Education : Professional Education
Nathan Myers	Middle School Teacher - Special Education : Special Education
Kelly Davis	Parent : Professional Education
Valerie Itzen	Parent : Special Education
Kathy Snyder	Parent : Professional Education
Joshua Coatsworth	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The district has made substantial progress in developing standards-aligned curriculum.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Developing
PA Core Standards: English Language Arts	Accomplished	Developing
PA Core Standards: Literacy in History/Social Studies,	Developing	Developing

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Developing
Economics	Developing	Developing
Environment and Ecology	Accomplished	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Accomplished	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Progress is ongoing in most areas.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Developing
PA Core Standards: English Language Arts	Accomplished	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Developing
Economics	Accomplished	Developing
Environment and Ecology	Accomplished	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Developing
History	Accomplished	Developing
Science and Technology and Engineering Education	Accomplished	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Developing
World Language	Accomplished	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Progress is ongoing in most areas.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

It is abundantly clear the district has much to do with aligning curriculum to the new PA Common Core Standards. Progress is ongoing in most areas.

Adaptations

Elementary Education-Primary Level

Checked answers

- Career Education and Work

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Career Education and Work

Unchecked answers

None.

Middle Level

Checked answers

- Career Education and Work

Unchecked answers

None.

High School Level

Checked answers

- Career Education and Work

Unchecked answers

None.

Explanation for any standards checked:

We have developed an Act 339 Plan that extends career education and work initiatives through all levels.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Lebanon School District curriculum development is organized and managed by the assistant to the superintendent for curriculum, instruction, and assessment. Additionally, the district has a Curriculum Council that serves as the group responsible for making curriculum

recommendations to the superintendent as well as directing the district administration on future initiatives.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Lebanon School District curriculum development is organized and managed by the assistant to the superintendent for curriculum, instruction, and assessment. Additionally, the district has a Curriculum Council that serves as the group responsible for making curriculum recommendations to the superintendent as well as directing the district administration on future initiatives.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Lebanon School District curriculum development is organized and managed by the assistant to the superintendent for curriculum, instruction, and assessment. Additionally, the district has a Curriculum Council that serves as the group responsible for making curriculum recommendations to the superintendent as well as directing the district administration on future initiatives. Whereas it is clear the district has much to accomplish in aligning our curriculum to the PA Common Core Standards, this effort is underway and significant progress is being made.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Lebanon School District curriculum development is organized and managed by the assistant to the superintendent for curriculum, instruction, and assessment. Additionally, the district has a Curriculum Council that serves as the group responsible for making curriculum recommendations to the superintendent as well as directing the district administration on future initiatives.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

As the district is developing curriculum through the use of teacher committees that include special education teachers, the documents that guide this work contain required sections

listing accommodations for students across the full continuum of mental and physical ability levels.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Building Supervisors

Unchecked Answers

- Administrators
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

District policy dictates principals will conduct annual and semi-annual observations (determined by tenure status) of every teacher. This is monitored by the superintendent's office and checked for progress throughout the school year. Adherence to the requirement is noted in the principal evaluation instrument completed by the superintendent each year. The superintendent and assistant to the superintendent for curriculum, instruction, and assessment review every evaluation that is completed and read for insights on instructional practices. Walkthrough observations are a required part of the evaluation process in our schools and utilizes a walkthrough report form developed and included in the Learning Focused Schools program.

As part of the observation and evaluation processes principals review teacher lesson plans and critique them based on the LFS model. Additionally, district administrators conduct informal, unannounced visits to classrooms and also review lesson plans as part of this exercise.

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

Instructional coaching is a valued part of our professional development strategies.

However, budget considerations have forced the district to substantially reduce

instructional coaches and instead focus on developing our Title I teachers so that they can assist with coaching in the English/Language Arts areas. We recently developed a peer coaching model as the district implemented a differentiated supervision plan consistent with the implementation of PDE's Educator Effectiveness initiative.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation

A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation
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If necessary, provide further explanation. (Required explanation if column selected was *This narrative is empty.*)

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

Our high school utilizes a hybrid model of instruction that allows for differentiation and personal learning. Additional opportunities are afforded students through our Cedar Block and other initiatives.

Recruitment

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

The district has a rigorous application and hiring process for all instructional staff that focuses on candidates' ability to plan and execute instruction using best practices. This process begins with administrators participating in teacher recruiting programs at Penn State University as well as several other colleges part of the Pennsylvania State System of Higher Education. A committee of administrators and peers consider applicants and conduct interviews that include demonstration teaching episodes.

Assessments

Local Graduation Requirements

Course Completion	SY 17/18	SY 18/19	SY 19/20
Total Courses	27.00	27.00	27.00

English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	10.00	10.00	10.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

- II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
- III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities		X				
Career Education and Work		X				
Civics and Government		X				
PA Core Standards: English Language Arts		X				
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X				
Economics		X				
Environment and Ecology		X				

Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	
Keystone Exams			X	X
Teacher-prepared Tests	X	X	X	X
Publisher-prepared Tests	X	X	X	X
Advanced Placement Tests				X

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Classroom Assignments	X	X	X	X
Lesson Closure Activities	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
Classroom Diagnostic Tests (CDTs)			X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review				

Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Several times a year the district organizes professional development activities focusing on teacher collaboration in which student assessment data is review, deliberated, and adjustments planned for classroom instrucion. Additionally, principals and district office personnel periodically review assessments for academic rigor and appropriateness.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

At this time the district does not employ a validation process for locally administered assessments.

Collection and Dissemination

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

The district utilizes PerformanceTracker, a web-based data warehouse, to collect all student assessment data. Also, personnel at each building have been trained in the use of PDE's eMetric data interaction tool. Each building principal has a designated "data team" that meets on a regular basis to review student data via PerformanceTracker and determine student and program needs. Additionally, district office personnel periodically meet with administrators and teachers to facilitate additional data review activities.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Data is used by teacher teams and school administrators to determine both program/curriculum needs as well as specific individual student needs. In the former, where issues arise the district assistant to the superintendent for curriculum and instruction then determines an approach necessary to alleviate the program gap. Individual teachers are empowered to plan instruction and intervention activities for individual students based on their needs.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Through the aforementioned use of data teams at respective school buildings we are able to determine areas of need as well as trends in student-related performance issues. Teachers also work independently as well as in collaborative groups to plan strategies for students and modify their instruction. Additionally, through the use of commercially-prepared intervention and support curricula (print and online) we are able to offer additional instruction to students based on their individual need.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Although the district currently utilizes all strategies enumerated it is our observation that their use requires additional efforts to establish consistency across the district. This is the focus of our ongoing curriculum development and professional development initiatives.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters				
Newsletters	X	X	X	X
Press Releases	X	X	X	X

School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

The district holds parent conference days at all levels several times each year during which teachers meet individually with parents and discuss all achievement data for their children. Additionally, the district prepares and distributes its own version of a report card in brochure form which lists highlights of the district's student achievement as well as other areas of concern (e.g. school climate).

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

The district receives survey data from parents and the community that positively rates our efforts to disseminate important information, including student achievement data. Whereas we are reviewing ways to expand our outreach to the community, it is not currently expected that we will employ some of the strategies enumerated herein.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

All our schools, regardless of whether required by PDE, complete a school improvement plan in conjunction with their staff, parents, and central office administrators. Our central office staff helps schools by coordinating professional development and ensuring strategies are employed that are supported by research. Also, the district has modified its buildings to reduce access by non-staff/non-students and employs the services of a security staff to help maintain a safe environment.

Our central office works with school-level staff to plan and deliver programs to support students and develop resiliency as a critical skill for survival in our world. In 2012-13 the district implemented a Restorative Practices model that brought numerous community leaders as well as school staff together to further build our supportive culture.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
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Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

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

The district annually publishes a school information document that includes the calendar of activities as well as required information on special education, gifted education, and other notices. This is also published on the website and student handbooks.

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

Students are identified for consideration of gifted services based upon surveys of teachers, parents, and the student as well as standardized tests that are administered (WIAT-II; WISC-IV). Additionally, student grades are also considered.

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

Students are identified for consideration of gifted services based upon surveys of teachers, parents, and the student as well as standardized tests that are administered (WIAT-II; WISC-IV). Additionally, student grades are also considered.

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

At the elementary level we have a gifted coordinator who provides direct services to students as well as working with classroom teachers to implement strategies for each student. At the secondary level the school counselor works to coordinate with teachers who implement strategies specific to each student.

Developmental Services

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

Explanation of developmental services:

The district employs elements of an RtII program but is in the process of re-focusing our activities and looking to fully implement RtII at all levels. Additionally, we are currently in the process of approving a revised graduation requirements policy that includes a substantial career awareness component andn exploration activities at all levels.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X

Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Our system has a carefully coordinated K - 12 effort to identify and meet students' physical and mental needs.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X

Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters				
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

For students not previously identified for special education services, collaboration occurs between students' classroom teachers and literacy specialists (Title I teachers) based on data gathered from assessments conducted at various points in the school year. This occurs

during scheduled data review and intervention planning meetings.

For students who are currently receiving special education services this collaboration exists as described above and also includes a teacher/case manager.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The Lebanon Valley YMCA is the single largest provider of pre-Kindergarten child care services and we have a long-standing and continuing relationship in the planning and coordination of those services. Our schools and the YMCA also plan after school programs for students at all grade levels.

Our local Chamber of Commerce assists with youth workforce programs including the recent implementation of the Workplace Readiness Certificate that students can earn after meeting criteria established by the Chamber and our school.

Tutoring services are offered at the secondary level by certified teachers in our schools.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The LEA works with HeadStart and Pre-K Counts in order to identify potential beneficiaries of our early education programs. We currently offer a full-day, four year old Kindergarten program for all students.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

New ELA and mathematics resources that are aligned with standards have been recently implemented.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

New ELA and mathematics resources that are aligned with standards have been recently implemented.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished

A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

New resources have been piloted for middle level courses and full implementation is occurring or planned for the near future.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Each course has a committee of teachers who lead the development of new or revised curriculum and selection of resources.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of

	district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in

	50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

	Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

High School Level

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

	classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Professional Education

Characteristics

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

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

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

Professional education for teachers and administrators is planned based on the needs of individuals within the district. For teachers, principals maintain extensive information gathered from both formal and informal classroom observations, student achievement data, and the results of the professional development survey administered annually. Accordingly, professional learning for principals is based on the student characteristics of their building, needs of the building, initiatives undertaken, and the recommendations of central office administrators.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

not applicable

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
6/8/2016
The LEA plans to conduct the required training on approximately:
6/6/2017

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

Questions
The LEA has conducted the training on:
5/31/2016

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

Questions
The LEA has conducted the training on:
5/31/2016

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.

- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

The district conducts a detailed professional development needs assessment annually with a participation rate among teachers between 95% and 98%. Also, each building has assembled data teams consisting of teachers, support staff, and principals to determine the needs of the students and correlate these to the professional development program initiatives. High quality professional learning is planned and evaluated by all participants. The district reviews research into programs, where available, to determine those with the highest likelihood of successful impact on student achievement. The implementation of new professional learning is monitored through a process of formal and informal as well as brief and long-term classroom observations by principals and central office administrators.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

not applicable

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

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

The district induction plan includes specific sections on Learning-focused Schools as well as preparing high-quality assessments. New teachers are provided a guided tour of the SAS website and provided an opportunity to view the various portions of the site while selecting information that will be useful to them.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

not applicable

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Submission of inductee portfolio.

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

The assistant to the superintendent for curriculum, instruction, and assessment meets regularly with teacher representatives to an induction committee. These teachers are a combination of first-year and third-year teachers in order to provide a depth and breadth of experience to inform the evaluation and planning of the induction program. Inductee sessions in the opening program, monthly sessions, and in meetings with their mentor and principal focus on student achievement and how to determine student successes and needs.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

As the induction program is refined it is our plan to incorporate a peer coaching/mentoring segment which will allow for classroom observations by the mentor. Training for this protocol will take place during summer 2014 for implementation Fall, 2014. Also, requirements for an inductee portfolio will be determined through a committee that includes principals and teachers for implementation in 2014.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

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

Mentors are recommended by their respective building principals who are most familiar with their performance with an emphasis on those teachers with a demonstrated track record of producing gains in student learning. First preference is given to those meeting this qualification who also are certified and assigned to the same area as the new teacher.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

A committee of previous mentors and district administrators is currently reviewing the need for mentor training and will implement a new program prior to the 2014-15 school year.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments			X			
Best Instructional Practices	X					
Safe and Supportive Schools	X					
Standards	X					
Curriculum				X		
Instruction	X					
Accommodations and Adaptations for diverse learners	X					
Data informed decision making		X				
Materials and Resources for Instruction					X	

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The assistant to the superintendent for curriculum, instruction, and assessment is charged with the responsibility to monitor and plan the induction program. Surveys of staff are conducted to determine needs as well as evaluate the effectiveness of the program. A committee of teachers representing those most new to our district as well as those who recently completed their third year is maintained to review data on the program and plan changes as necessary. Ongoing evaluation of all sessions is conducted and maintained through our MyLearningPlan account.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply) *Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **943**

Identification Method

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

Determination of a specific learning disability occurs when the Multidisciplinary Evaluation Team feels that a student has not adequately progressed for their age or has not meet state-approved grade level standards when provided with meaningful learning experiences and scientifically based instructional practices. These instructional practices must be appropriate for the student's age, instructional and grade level, as well as their level of English language proficiency in the following areas: Oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving.

Lebanon School District uses the "discrepancy" model which is used to determine if a student qualifies for a disability based on exhibiting a pattern of strengths and weaknesses in performance, achievement, or both relative to age, state approved grade level standards, or intellectual development. There must be a statistically significant difference between ability and achievement in the aforementioned areas. In addition to ability and achievement testing other data is used to make eligibility determinations, which are not limited to but include the following:

- Review of current academic and behavioral performance
- Local assessments
- Keystone and PSSA Scores

- Classroom Observations
- Parent/Student Interview
- Teacher Interview
- Checklists as deemed necessary (BASC, ABBAS, and CARS)

The evaluation process also includes a determination that the finding of a specific learning disability is not due to:

- Visual, hearing, or motor disability
- Intellectual Disability
- Emotional Disturbance
- Cultural factors
- Environmental or economic disadvantage
- Limited English proficiency

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The student enrollment at Lebanon School District is ever changing. We have a transient population and many students run through cyclical transitions between Lebanon and other districts in the area. This creates difficulty in filling the educational gaps that are present during these periods of absence from our school district. We also have students who transfer into our district or who are identified within the district as dually diagnosed both as an English Language Learner (ELL) and a student eligible for Special Education. Although the programming interventions are similar we have found it very difficult to support newcomers who may have limited background knowledge or very low abilities in their native language. Often we have difficulty obtaining educational records and our school psychologists due an extraordinary job quickly following up with evaluations or reevaluations for these students.

Lately we have experienced increases in mental health needs as well as the prevalence of

conduct disorder/social maladjustment versus students who are truly emotionally disturbed. The community supports are present but with lack of financial support, they are stretched thin. For those who make adequate progress that warrant dismissal we are often confronted with parents or guardians who refuse dismissal for fear of decline in academic progress due to the removal of special education supports.

At this time Lebanon School District appears to be disproportionate in the following the areas:

Total Percentage Special Education - 18.2% vs. 15.6% equates to a 3.6% difference. We believe this in part due to the fact that we have a large population of families that fit into the category of low socioeconomic status. Given the situation, most of our families are forced to focus on obtaining employment in place of an emphasis on academic studies. We have also had a huge increase in the amount of outside agency and parental requests for initial evaluation. We are working with IU-13 to try and alleviate some of this pressure by working collaboratively with these agencies and parents. We also work with regular education staff and administration on consultation for students who exhibit academic or behavior deficits through observations, recommendations on interventions, and consultation with the student assistance teams. In the cases where the data proves that more support is needed, a prereferral process is in place to systematically gather the collected data for the school psychologist and potentially the MDE team to review for eligibility.

Emotional Disturbance - 10.3% vs. 8.5% equates to 1.8% difference. We believe this is a huge result of ongoing issues with lapses in medical insurance, which forces mental health facilities to release students early who are not ready to return to school. In speaking with localized RTF placements, our local mental health facilities are declining students at an alarming rate forcing the district to provide services through the form of special education referrals and school based counseling services which we feel are not adequate to address mental health concerns. We will continue to meet with the agency staff to express our concerns about the lack of services. We will also further our conversation with Performcare and continue to utilize services and consultation from IU-13. In addition, our school social worker arranges for agencies to do classroom presentations on various mental health topics.

Specific Learning Disabilities - 50.2% vs. 43.3% equates to 6.9% difference. Recently, we have begun to receive request for evaluations as early as kindergarten when we would typically wait a few years for the maturation process while ruling out other determining factors including language acquisition and lack of instruction. We also have a large amount of students who move in from outside the country already identified as SLD. Through the Early Intervention process we have noticed a large increase in numbers for students who are receiving services before they become school age. Moving forward, we will try to incorporate Special Education staff on the student assistance team. We are implementing intensive Math and Reading instruction to targeted groups throughout the district in hopes of decreasing gaps in achievement. We will also continue to promote academic success plans that regular education staff utilize to ensure all available interventions to address skill

deficits have been put in place.

The district currently has a prereferral process in place to help document interventions attempted in the Regular Education Environment. The Student Service Team (SST) completes this document within each building. Upon being referred for an evaluation or reevaluation the district does a complete review of academic and behavioral history including any outside documentation that is available to the school. With this data, we make the best-informed decision based on the reviews and assessments. Although there may be discrepancies in the numbers, the MDE team felt that these students fit the qualifications for the disability category based on the criteria used.

Non-Resident Students Oversight

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

At this time, Lebanon School District has approximately 7 students placed under Section 1306 through the Lebanon County Shared Program. For these students, the Director of Special Education participates in these IEP meetings in person with the current sending school district. In doing so, the team is able to ask questions in regards to past student programming within the sending district and in turn we are able to gather information on current student progress. As a key stakeholder, we play an important role in helping to establish communication and appropriate programming. The special education documents are collaboratively shared once requested by the educational institution as we have a very fluid relationship when programming for these students. At this time, the district has not experienced any barriers with meeting our obligations under Section 1306 of the Public School Code.

Incarcerated Students Oversight

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

Intermediate Unit 13 operates a special education classroom at Lebanon County Correctional Facility. When school age individuals are brought into the facility, they are screened. Those who are of school age have opportunities to participate in instruction at the prison. If it is determined that the student has an IEP or may qualify for special education

services, they are referred to the IU-13 classroom teacher who contacts the district, arranges the IEP meeting, and prepares the necessary documents. The IEP team is comprised of the student, family, IU-13 supervisor, district representative, and special education director for the neighboring district where the prison is located.

For students currently registered with the district and participating in district services, the system is much better. We employ two retired police officers with connections to the local and state legal systems as our district attendance and resource officers. The excellent relationships with these two staff as well as with community agencies, allow us to track Lebanon School District students who become a part of the legal system, face probation requirements, or are incarcerated. Students who successfully complete the program at the Lebanon County Correctional Facility are eligible for and will be awarded a Lebanon School District diploma while participating in the IU-13 Lebanon County Correctional Facility program. We have also had a number of students who have returned to our district or IU-13 operated classes after having been released from incarceration.

Least Restrictive Environment

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

Lebanon School District begins the intervention process with the Student Support Team (SST). They collect data from home and school to frequently revise interventions to try and maintain adequate student progress in regular education for students who are at-risk. Teamwork with and among the buildings is very helpful as students often move and switch elementary buildings within the district over their academic career. The number of ELL students has also increased which has presented a new concern, as those who have language barriers may not be making adequate progress on a daily basis. This presents difficulty for the intervention team and ultimately the school psychologist in determining if the issues are a result of language or a disability.

The Lebanon School District provides a full continuum of district run services to offer various delivery models for our special education students. In all discussions regarding educational placement and levels of service, the first consideration of the IEP team will be the implementation of supplemental aides, services, modifications, and specially designed instruction in the regular education environment. According to our most recent Special Education Data Report we are fairly consistent with the state average, having a minimal difference at around 1.4% when servicing students in Itinerant support. This level of service is intended for those students who can succeed in a regular education classroom with instruction and support provided by the regular and special education teacher working collaboratively. Each student will be given the opportunity to be successful in settings with his or her non-disabled peers. A more restrictive setting will only be considered after the student has not met with success in a less restrictive situation and the data supports the discussion.

For students requiring more support, we have available Special Education classrooms and staff that can provide replacement instruction for both academic and behavioral needs. In comparison to the state average, we are 6.8% higher than the state when servicing students in supplemental support settings. Although this is a significant difference, the district anticipated the rise when we went to a Trimester schedule. The schedule lengthened class time and decreased transitions and less structured time. This was previously discussed with Mr. Dennis McLaughlin, our past Special Education advisor and we agreed as a team that it was difficult to avert. Based on the Special Education data sheet it does appear that we are way above the state average, but we look at the difference as we are servicing the students where their needs can be appropriately met. For those students who the IEP team feel may benefit from this type of placement, we schedule a trial run to see how the student transitions a class at a time before modifying an entire schedule.

Prior to considering a level change, the IEP team is responsible for collecting, analyzing, and interpreting data. An IEP revision is required to document attempts at multiple interventions to exhaust opportunities for success. Upon exhaustion, the IEP team fills out the prereferral with supporting data. Upon approval by the Special Education office, a Record Review is conducted. Once approved, the primary goal of the Lebanon School District is to provide a quality education in our home schools for as many of our students as possible. Statistically, based on our most recent child count and state comparisons, we stand comparable with the state average with a minimal difference of .2% more students receiving services in separate public / private facilities or home schooling. While we do have a close and coordinated relationship with our local Intermediate Unit, we have, either by transfer between entities or IEP planning, returned Emotional Support, Multiple Disabilities Support, Autistic Support, and Life Skills Support students to their home schools in district operated classes. By taking direct educational responsibility for our students we can meet a number of goals. First, we can ensure participation of all students in the guidance and course selection process, thus facilitating the greatest opportunity for inclusive practices. Second, by instructing students with district curriculum and strategies,

we are confident that achievement and PSSA scores will improve. Third, having students in their home schools will enhance opportunities for extracurricular involvement. Finally, students who are part of their home school develop a greater pride in school becoming more dedicated students, successful graduates, and invested community members.

We do have a process in place for those students who, because of the severity of their disability, require at least temporary, participation in a program outside their home schools. By participation in every IEP meeting and familiarity with these programs, we oversee and advocate for each district student. For our high-need students, we assure that all supplementary aides and services, including adaptive devices and equipment, are in place. We also review and consider opportunities for inclusion in the regular education classroom and community environment. For our students who are receiving services outside our district classes due to social and emotional factors, we have a contract process which allows each student, in collaboration with the IEP team, to set goals for return to their district home school setting.

It is the primary consideration of the Lebanon School District that exceptional students benefit from regular education programs to the maximum extent possible and that students receive a free appropriate public education. The district has made great strides in the area of inclusive practices. During the 2010-2011 school year, the entire district participated in Resiliency training. This training, conducted by Horacio Sanchez, coincided with the district's previous professional development in Therapeutic Crisis Intervention (TCI) and Asset Building. Since then, the district has discontinued TCI and has decided to utilize Crisis Prevention Institute (CPI). We have continued with these efforts in consultation with Horacio during the 2014 - 2015 school year as he returned to consult with staff and building administration. Through our partnership with the local Intermediate Unit, the LSD has also been offered professional development opportunities in the areas of Autism and Behavior to all regular and special education staff.

The Lebanon School District continues to implement the Learning Focused Schools model in every classroom. This model focuses on continuous school improvement while emphasizing the latest educational, brain, learning style, and instructional practices research. Finally, the district also utilizes a Board Certified Behavioral Analyst (BCBA) as well as its two Special Education Consultants for additional individualized building support and professional development training opportunities. We also work closely with the IU-13 TAC (Training and Consultation Team) for in-house consultations in regards to individual student issues including but not limited to Brainsteps, Reading Interventions, Behavior, and Autism when looking at programming. Last year secondary staff (regular and special educators) were trained on classroom accommodations and modifications for students with Individualized Education Plans. Furthermore, the secondary staff underwent Indicator 13 - Transition Monitoring and sat through training during the current school year.

In the past, regular and special education students with extensive attendance or behavior

concerns that impaired their progress in the larger school environment attended Polaris. This school was the alternative school within the Lebanon School District, which offered smaller class sizes, reduced student-to-staff ratio, enhanced structure, and a stronger mental health/counseling component. Polaris was staffed with a full complement of Special Education teachers to address IEP goals and adequate support for identified students. However, prior to the 2009-2010 school year, Polaris became non-operational due to inadequate funding from the state. Moving forward, we are considering partnering with Laurel Life to provide comparable and appropriate alternative education in hopes of bringing back some of the benefits of the Polaris Program.

Today, our focus is the State Systematic Improvement Plan (SSIP) initiative and the Lebanon Virtual Academy. SSIP allows us to introduce interventions that may have a positive impact of the dropout rate. In doing so, we hope to monitor and work with students who are at-risk for a number of various reasons. Lebanon Virtual Academy is another option for a number of students challenged by a full day of school-based instruction. It is an online educational program equipped to meet the diverse needs of our students as well as weekly face-to-face student/teacher interactions. In addition, opportunities for students who are having difficulty academically can remain after school to receive instruction with support from special education teachers.

Behavior Support Services

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

The goal of the Lebanon School District Discipline Policy is to assist students in developing respectful and responsible behavior they will need to mature and become productive members of the community. The district's policy is intended to give specific and clear messages of what type of behavior is acceptable. Students are expected to respect themselves, others, and school at all times. If students choose to violate one or more of the policies of the school, students will be subject to one or more of the consequences as described in the District's discipline code. All school district personnel make a concerted effort to help students who have difficulty controlling their behavior. Board approved district-wide behavior support plans are developed by teachers, counselors, psychologists and principals, along with the student and parents/guardians. These plans are designed to help students successfully meet the expectations for acceptable school behavior and learn replacement behaviors that do not disrupt the school environment. However, if student behavior does not change, and he or she receives 3 in-school or out-of-school suspensions within a semester, the student's case will be reviewed by a central office administrator in an

Administrative Review Hearing. The review hearing is designed to make revisions to the behavior plan and serve as a preventative measure before a formal board hearing is warranted and held. Students and parents are informed that further serious violations may result in suspensions, fines, or board hearings. If student discipline warrants a formal hearing, we limit all removals to a maximum of 45 days before the IEP team reviews the student's situation and offers additional support and interventions for their return.

Many factors that play a role in addressing student discipline while promoting a positive change for student success. These include appropriate and individualized interventions, implemented functional behavior assessments and positive behavioral support plans, as well as regular education accommodations completed in a respectful and a non-confrontational approach to addressing student discipline. Much of this success can be attributed to the prioritized training of staff who have received Crisis Prevention Institute (CPI) instruction and recent training for paraprofessional staff in dealing with behavioral issues. In addition, the district Special Education Consultants along with the Board Certified Behavior Analyst have created a process for using Functional Behavioral Assessments in which to develop Positive Behavioral Support Plans that contain prioritized behavioral goals directly related to student Individualized Education Programs. All special education staff has been trained in the implementation of these plans, when appropriate.

Students identified as having emotional needs are provided an Affective Education curriculum taught by special education staff and our school social worker. Other valuable district programs include in school counseling provided through an agreement with Pennsylvania Counseling Services as well as the Student Assistance Program (SAP). This service is highly beneficial but stretched very thin as we could use additional mental health counselors and financial resources. The Student Assistance Program has been expanded to include a full K-12 mentor program. For the 2012-2013 school year a Behavioral Specialist was added to our staff to assist teachers in writing Functional Behavior Assessments and Positive Behavioral Support Plans to help support students. Currently, we employ a BCBA who partners her efforts with a state licensed therapy dog. Lebanon School District currently works on a 3-tiered behavioral model. Tier 1 the teacher completes the initial FBA and PBSP and provides the interventions. Tier 2 the BCBA gets involved and observes the students and offers recommendations to the IEP team for additional support. Tier 3 the BCBA does more in depth behavioral monitoring if past interventions have not worked to determine if more support is needed in another placement. The team then reconvenes and discusses the recommendations. The BCBA also works with students during individual sessions and provides professional development through My Learning Plan.

To reach out and involve the community, the Lebanon School District has a Safe and Healthy Schools committee. This committee consists of community members, district administration, teachers, law enforcement, school and home visitors, DVI - Domestic Violence Intervention, Lebanon Family Health, Good Samaritan Hospital, Lancaster-Lebanon IU-13, and LCC on Drug and Alcohol Abuse. Lebanon School District also works closely with

agencies that provide support services such as but not limited to Family Based Programs, Youth Advocate Program, Big Brother/Big Sister, Probation, Local Gyms, and the YMCA. Through our school-based Social Worker, Bilingual Support with a district Interpreter, Family Involvement Coordinators, Bilingual Social Worker, and Bilingual Counselor the district has made referrals and has facilitated families in obtaining these services. Guidance counselors, the school psychologists, and teachers participate in inter-agency meetings to initiate, renew, and monitor wraparound and family-based services. School personnel participate in CASSP meetings and mental health hospitalization discharges. In addition, they make referrals to outside agencies and Behavioral Health providers upon request.

For those students identified as needing emotional support, the district staff tries to develop, teach, and work with students on the application of positive social skills along with supplemental aides and services in a learning support setting within the District. Positive intervention plans have been successful in keeping students in the District through difficult periods along with the use of Personal Care Aides, community resources (TSS, MT and BSC Wraparound services), and the district's Licensed Social Worker. Regular education teachers, guidance counselors, and the school psychologists all work with families on developing plans to maintain students in the regular classroom by encouraging positive classroom behavior. In addition, the school district staff try to establish positive relationships with students and families by offering the 21st Century program, an after school tutoring and activity program as well as school sports programs at Northwest Elementary and Harding Elementary. The family involvement coordinators establish a Family Night Out calendar in which we offer a meal, discussion on current hot topics, and activities for kids. We also incorporate Itinerant Autistic Support services for students who are on the autism spectrum and utilize the Technical Assistance Team for outside consultation when we need an additional or outside perspective on individual student behavior. We have also included the concept of Restorative Justice, which allows both parties to meet after an in-school incident along with the appropriate family members to work on restoring an appropriate academic presence. A building administrator along with a community member walks the students through the process to recognize different ways that appropriate decision-making could have altered the outcome of the event. It has made a huge improvement in students recognizing others points of view, feelings, and emotions.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Lebanon School District has been successful in finding creative options for "hard to place students." We participate in a county consortium with other districts as well as an IU-13 consortium for services not available within our district. Their programs have been utilized when the district has difficulty appropriately placing students. High needs emotional support students who are able to be educated in school-based settings are placed within one of our six emotional support classrooms while maintaining access to the general education curriculum and allowing for inclusion opportunities, only after all supportive services have been tried and are not successful in the regular education environment. If the IEP team feels that the district Emotional Support classroom is not appropriate for the student, we have 13 seats in the Yellow Breeches Alternative Education program in Annville, PA, which is a wilderness-based Emotional Support program. In addition, we also have students placed at New Story and The Vista School to help address behavior that cannot be adequately supported in a school-based environment. As noted above, we also participate in a county hosting program in which the Lebanon County Schools share special education classrooms and services. This allows schools to appropriately place students while providing them with a "fresh start" without placing in a more restrictive placement.

In regards to residential programs, we have students who are court and agency placed. We actively participate in ongoing interagency meetings to update programming for these students as they have opportunities to successfully work through the system. Once it is determined that they have made progress and are able to return, we participate in discharge summary meetings in which we gather data to relay to school staff and direct service providers. Once returned we closely follow the progress these students make in hopes of continuing a positive and upward trend.

The District also utilizes community-based programs to help stabilize students and maintain them in the school setting. Family based providers and TSS services are used frequently to support students in school. Lebanon School District collaborates with Philhaven, TW Ponessa, and PA Counseling Services to help provide students with in-school support services to help promote a positive and successful school experience. The district also utilizes PCS school-based counseling services to address individualized areas of student need in regards to counseling. The District works with Juvenile Probation, CASSP, Youth Advocate, Big Brothers/Big Sisters, Children and Youth Services (CYS), and two former police officers that act as our School Resource Officers to develop plans and strategies to address unique situations. Staff development will continue to address difficult students with unique needs. For instance this school year, staff meetings and trainings in the area of autism are scheduled to take place throughout the school year. Due to the numerous supplemental aids, services and supports and training provided, many of our most challenging students are considered yearly to return to their home school. In the past, many students returning from Residential Treatment Facilities have been successfully integrated back to the home district as opposed to an out-of-district emotional support placement.

Moving forward, we are proposing a new Autistic Support classroom for the 2016 - 2017 school year and during the 2019 - 2020 school year, we will complete the Autistic Support K-12 continuum with opening up a high school support classroom. Occupational therapy, physical therapy, speech and language services, counseling, psychological services, special transportation, and personal care assistants have been used based upon students' needs, with the ultimate goal being to maintain students in the least restrictive environment.

The District makes referrals to outside agencies and works in conjunction with providers for district students so support in the home and school is coordinated. We employ a special education social worker that assists with parental support, interagency collaboration, and skilled, motivated special education teachers have enabled identified students to be successful in the Lebanon School District. The District strives to keep students in the least restrictive environment through a creative and focused effort to determine the student's needs and how their needs can best be met. Students are in the least restrictive environment to obtain a free and appropriate education to help prepare them for transition to other district buildings and eventually life after high school.

Strengths and Highlights

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

Lebanon School District's vision is to be the district of choice by parents for their children because we take a personal interest in each child, getting to know their academic and behavioral needs, build relationships with the families, and invest what is needed to make sure our students reach their highest potentials. Our dedicated staff and culturally diverse classrooms provide a positive learning environment that significantly accelerates learning and growth. Our staff approaches teaching and learning with enthusiasm and we strive to ensure that all of our students are college and career ready when they graduate.

Lebanon School District's English Language Learner (ELL) population is steadily increasing and with that we are seeing an increase in numbers of students who receive both special education and ESL services. Our department works very closely with the ESL department to ensure appropriate programming is in place for these dually identified students. In addition, we have a great organization of supports within our system. A lot of our staff holds a Masters Degree in English as Second Language, which helps to better understand cultural differences while addressing language barriers. For our department as a whole, after-school tutoring is available although many of our staff members remain after school for student support daily. Beginning with the 2015-2016 school year, we promote a healthy learning environment by offering free breakfast and lunch to all students to help get the day off to a good start. We also encourage our students to participate in the many clubs, activities, and sports that we offer. We know that this promotes positive personality traits

and relationships among peers and staff.

We work in partnership with our parents and families to provide the best opportunities for our youth. We continually try to foster positive relationships with parent outreach and communication. Family Night Out is a monthly event that we offer which includes child care, a meal, and a presentation on hot topics within the community. Although our attendance is not what we would like it to be, we do get a group of consistent parents that do attend. When scheduling meetings we try to accommodate by rescheduling meetings if parents are unable to attend, provide interpreters when needed, adjust meeting times when working around parent schedules, as well as conduct home visits when necessary. For homeless families we work swiftly to get them placed and for services to begin to avoid any delay in programming. During the holidays, we also provide meal delivery to needy families in hopes of setting a more positive mood inside the home and among the family. Lebanon is also very culturally responsive in working with our families. For students who move in from outside the country that are designated as special education, we quickly re-evaluate to determine current educational levels to help best address individual needs to prevent failure.

Lebanon is a “full service” district that invites students to learn in a variety of ways:

Lebanon Virtual Academy allows students to access schoolwork and study materials from their own homes while maintaining study rooms within the building that the students can visit on a very individualized schedule.

Lebanon Hybrid Scheduling allows students who may not benefit from a full day of instruction or who may hold a job as part of IEP goals to have a partial schedule at school, home, or work.

Lebanon County Career and Technology Center offers students the hands on learning experience in an occupational field of choice while preparing them for licensing exams needed to pursue an active job in these fields.

College in the classroom allows students to actively take classes at Harrisburg Area Community College - Lebanon Campus while completing essential course within the high school setting. This allows students to gain access to and complete first year college courses without the associated cost.

Lebanon's traditional classroom provides extraordinary opportunities through a strong arts and music program, competitive sports, student government and service clubs. Our schools connect students with caring adults at school and in the business community, who help guide them toward a fulfilling future.

Lebanon County school districts have also created a county consortium of special education services and classrooms that we provide to each other. Lebanon actively participates in the county-shared program and we currently host 8 county-shared students within the district.

This typically happens when specific programs are needed but are not currently available through IU-13 placement. Students who participate in this program continue to receive all the supports and services listed in the IEP, just in a placement outside of their home district.

The Board of Directors of the Lebanon School District has shown its commitment to our students and community by updating our buildings, both inside and out, so that our classrooms are ready for 21st century learners who come to us as digital natives. Over the past eight years, four of our elementary schools have been renovated, and our high school renovation is now complete. Building renovations include new roofing, state of the art digitally controlled heating and cooling systems along with new ceilings, flooring and interior finishes plus building expansions where possible. All of our classrooms and libraries are technologically integrated. Our high school has been redesigned to be a state of the art facility, resembling a college campus. Lebanon High School has earned Leadership in Energy and Environmental Design (LEED) certification. This recognition makes us a leader among high schools in design not only in this county, but also in the state. Our commitment is to ensure that all buildings are held to the same high quality standard. We are well on our way to fulfilling that commitment. We are currently in the process of planning the construction of a new building for Northwest Elementary. In doing so, it will move the current location to a less busy and more suitable location for this large elementary school.

Lebanon is well ahead of the trend when looking at the implementation of technology within the classroom. Annually, we offer lessons on Technology Safety, Cyber Bullying, and how to properly access their programming so that students are responsible users with the technological devices that are provided. We utilize modern technology to advance student learning and communication. Over the past few years, classrooms within the district have drastically changed with the support of technology integrators across the district. They aide instructional staff in looking for online tools to aide planning, implementing instruction, and assessing student work. Lebanon has opened its door to many other schools in Lebanon and Lancaster counties to come and view the high school as a model school to role out this initiative in their districts. The majority of classrooms are “technology immersed rooms.” These rooms contain a mounted multimedia projector, an interactive smart board, and an audio system. Over the years of implementation this has opened new doors as the youth of today are raised with technology within reach which in turn pays dividends to the district in that instruction has evolved into more engaging and multifaceted learning as it appeals to our various learners. In addition, classrooms also leverage Internet technology to establish a web presence for our class. Many teachers have created class web pages through Schoology and other programs to allow students to access learning materials from home as well as display their work for the world to see.

Since the last special education plan, the district continues its Hybrid Learning Program Initiative. The Hybrid Learning Initiative combines the best of today’s instructional techniques, direct instruction from highly qualified teachers, with individualized computer-based instruction, and project-based learning. As a compliment to this change in

instructional practice, Lebanon School District has expanded its one-to-one iPad initiative. In addition to the current 9th - 12th grade students, the district has also expanded the Hybrid opportunity to include the 8th grade students at Lebanon Middle School with hopes of expanding further in the near future. Students are provided a school district iPad to allow for increased learning opportunities as well as the ability to produce high quality academic work.

Lebanon School District has been proactive in providing, to the greatest degree possible while still meeting the needs of children, services to students in district-operated classes. This allows ownership of programs and students within our own schools, thus giving the department control of the implementation of individual students' programming, fostering a sense of belonging among the special education students, and developing a sense of investment in these children among the district staff. Every year Lebanon School District decreases the number of students served by non-district entities. This demonstrates our commitment to allowing student's full access to district curriculum through the normal academic school year as well as extended school year, extracurricular participation, quality district staff, and a sense of belonging to one's home school district.

The department has set the highest priority on extending inclusive practices in all its schools. With recent addition of a Board Certified Behavior analyst, a Transition Coordinator, a fourth School Psychologist and existing positions such as the Special Education Consultants the schools continue to implement interventions that enhance the learning and social-emotional adjustment of all students. The district-wide implementation of a Learning Focused Schools framework is working to create an environment of individualized instruction in each classroom through differentiating and scaffolding. The heart of inclusive practices is individualization across all curricular levels, not just Special Education. Through the continued assistance and support of PaTTAN and IU-13 and past inclusive practices mini-grants, we have made dramatic changes to support a least restrictive environment for all students. Academic needs are assessed, in part, through PSSA, Keystones, Dibels, SRA, formative assessments and curriculum-based measures. Once needs are determined, regular education interventions and services such as tutoring programs, homework clubs, Biztown, Moby Max, Imagine Learning, Study Island, Corrective Reading as well as intensive progress monitoring of reading, writing, and mathematics are in place to meet individual student needs.

Lebanon School District is preparing students to meet real life demands through vocational awareness and Act 339 as well as IEP transition Planning. We offer effective programs in the Lebanon School District that allow our students to reach their true academic potential. We attribute this to our great staff and students, our ability to reach parents and guardians, and our ability to change as obstacles present themselves. Whether served in the general education environment or through a special needs classroom, the students are instructed in grade level, standards-based methods and materials. This access, along with the necessary supplemental aides and services, permits everyone the potential to benefit and achieve at

challenging levels.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Yellow Breeches Alternative Education Center	Approved Private Schools	Emotional Support	10
IU 13 - School to Work Program	Special Education Centers	Life Skills Support	2
IU 13 - Community School West	Special Education Centers	Emotional Support	4
IU 13 - South Lebanon Elementary School	Neighboring School Districts	Emotional Support	1
IU 13 - Jackson Elementary	Neighboring School Districts	Autistic Support	4
IU 13 - Doe Run Elementary	Neighboring School Districts	Life Skills Support	5
IU 13 - Ebenezer Elementary	Neighboring School Districts	Autistic Support	5
IU 13 - Cedar Crest High School	Neighboring School Districts	Multiple Disabilities Support	1
IU 13 - South Lebanon Elementary School	Neighboring School Districts	Multiple Disabilities Support	4
IU 13 - Northern Lebanon High School	Neighboring School Districts	Life Skills Support	3
IU 13 - Fairland Education Center	Special Education Centers	Life Skills Support	1
New Story	Special Education Centers	Autistic Support / Emotional Support	2
The Vista School	Approved Private Schools	Autistic Support	5
IU 13 - Lingle Avenue Elementary	Neighboring School Districts	Autistic Support	2
IU 13 - Valley Road Educational Center - (VREC)	Special Education Centers	Autistic Support / Emotional Support	7
IU 13 - ELCO Intermediate	Neighboring School Districts	Emotional Support	3
IU 13 - John Beck Elementary	Neighboring School Districts	Hearing Support	1
IU 13 - Palmyra Middle School	Neighboring School Districts	Autistic Support	5
IU 13 - Cedar Crest High School	Neighboring School Districts	Autistic Support	1
IU 13 - Harding Elementary	Other	Autistic Support	4
County Shared - Cedar Crest Middle School	Neighboring School Districts	Learning Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	50	1

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	12	0.25

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 18	15	1

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 18	15	1

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of	Level of	Age	Caseload	FTE
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			Support	Support	Range		
Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	50	1

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	50	1

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	20	1

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	15 to 18	12	1

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	20	1

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	20	1

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	20	1

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	50	1

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	50	1

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

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

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 14	13	1

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	12 to 14	12	1

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: 800 sq. ft.

Square footage of this classroom: 949 sq. ft. (73 feet long x 13 feet wide)

Explain any unchecked boxes for facilities questions: N/A

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Harding Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	7 to 10	12	1

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Harding Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 12	50	1

Justification: Instructional groupings are within age range.

Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northwest Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 12	50	1
Justification: Instructional groupings are within age range.							

Program Position #23 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

Program Position #24 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Southwest Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 11	50	1
Justification: Instructional groupings are within age range.							

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Henry Houck Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	9 to 12	12	1

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Henry Houck Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 12	50	1
Justification: Instructional groupings are within age range.							

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Southeast Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 12	50	1
Justification: Instructional groupings are within age range.							

Program Position #28 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Henry Houck Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Instructional groupings are within age range.							

Program Position #29 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of	Level of	Age	Caseload	FTE
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			Support	Support	Range		
Harding Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1

Justification: Instructional groupings are within age range.

Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Southeast / Southwest Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1

Justification: Instructional groupings are within age range.

Program Position #31 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northwest Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1

Justification: Instructional groupings are within age range.

Program Position #32 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Harding Elementary / Lebanon Middle School / Lebanon High School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 15	65	1
Justification: Instructional groupings are within age range.							

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Harding Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	5 to 8	12	1

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northwest	An	A building in	Supplemental	Learning	9 to 12	20	1

Elementary	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support			
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Program Position #35*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Henry Houck Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 8	12	1

Program Position #36*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northwest Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	8	1

Program Position #37 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
IU Class - Lebanon Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	12 to 15	12	1

Program Position #38*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
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IU Class - Blind / Visual Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 21	12	0.24
Justification: Support is district wide.							

Program Position #39*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
IU Class - Deaf / Harding of Hearing Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 21	12	0.24
Justification: Support is district wide.							

Program Position #40 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class and Position**Implementation Date: September 2, 2013**Average square feet in regular classrooms: 870 sq. ft.**Square footage of this classroom: 870 sq. ft. (30 feet long x 29 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northwest Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	9 to 12	8	1

Program Position #41 - Proposed Program*Operator: Intermediate Unit***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 25, 2014**Average square feet in regular classrooms: 610 sq. ft.**Square footage of this classroom: 585 sq. ft. (39 feet long x 15 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Harding Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	8	1

Program Position #42 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: 550 sq. ft.

Square footage of this classroom: 330 sq. ft. (22 feet long x 15 feet wide)

Explain any unchecked boxes for facilities questions: Not all students on caseload are in the room at a time. They are pulled from regular classes when needed or teacher pushes in.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	38	0.75

Program Position #43 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: 650 sq. ft.

Square footage of this classroom: 729 sq. ft. (27 feet long x 27 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northwest Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1

Program Position #44 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: 500 sq. ft.

Square footage of this classroom: 420 sq. ft. (21 feet long x 20 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Harding Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	25	0.5

Program Position #45 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 650 sq. ft.*Square footage of this classroom:* 900 sq. ft. (30 feet long x 30 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northwest Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	25	0.5

Program Position #46 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 500 sq. ft.*Square footage of this classroom:* 1 sq. ft. (1 feet long x 1 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
IU 13 - Itinerant Autistic Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 21	12	0.25

Justification: Service is offered district wide.

Program Position #47 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 29, 2016*Average square feet in regular classrooms:* 575 sq. ft.*Square footage of this classroom:* 460 sq. ft. (23 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lebanon Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 13	8	1

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	District	4
School Counselors	District	12
Special Education Consultants	District	2
Director of Special Education	District	1
Personal Care Assistants (PCA)	District	33
Social Worker	District	1
Board Certified Behavior Analyst	District	1
Occupational Therapist	District	1
Speech and Language Pathologist	District	5
Paraprofessional	District	24
Transition Coordinator	District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Intermediate Unit	17.5 Hours

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

Whereas each building can point to accomplishments and some progress in certain academic areas, our progress remains irregular and does not follow a consistent pattern. Curriculum is the single most consistent systemic challenge cited in school level data analysis and subsequent planning. This is broadly defined as alignment with the academic standards, employing a guaranteed and viable curriculum across all schools consistently, and utilizing assessment strategies to determine the effectiveness of the curriculum. Anecdotally, our staff indicate frustration with poorly implemented programs in previous years and a lack of focus in maintaining an effort until it is implemented completely and with fidelity.

Recent implementation of consistent assessment tools along with a mandated data analysis protocol have assisted us in determining effect of previous interventions as well as current challenges and needs.

District Accomplishments

Accomplishment #1:

The district has implemented a comprehensive system of student achievement data collection and analysis in order to inform instructional practice. Teachers in the schools are genuinely interested in the insights that data provide and eagerly pursue opportunities to adjust their instruction to accommodate student needs.

Accomplishment #2:

The district has implemented many programs and strategies to increase school safety, protect student welfare, and produce a learning environment that is most conducive to student needs.

Resiliency training for staff as well as anti-bullying programs have proven very effective and our schools consistently receive positive reviews by parents and students during annual surveys.

Accomplishment #3:

The superintendent has assembled a district leadership team with a broad range of experiences and an eagerness to approach the challenge of improving student learning in an urban environment.

Building leadership is consistent and staff turnover minimal. The superintendent has been in her current position with the district for more than 12 years.

Accomplishment #4:

The district has undertaken major renovation projects at almost all buildings in order to offer students facilities that support their learning and incorporate the most current technology to support teaching and learning. A new elementary school is currently under construction and our attention is turning toward the needs at our middle school.

Accomplishment #5:

Student interest in our advanced offerings at the secondary level has increased dramatically in the past several years. The high school continues to make college and career readiness a focus as we enroll students in dual enrollment classes, advanced placement courses, and offer additional opportunities to integrate learning with post-secondary interests. While state funding for dual enrollment was eliminated, our board of school directors and superintendent continue to commit funds for this purpose, and also raise funds in our community, through contributions, for this purpose

Accomplishment #6:

Lebanon High School has implemented a hybrid learning program for all students in which instruction is delivered online, in small group collaboration, and large group lecture. This program has the ability to tailor instruction to each student's needs. This is part of a broader plan to incorporate technology to help personalize instruction for students as well as promote greater student engagement in all classrooms, kindergarten through 12th grade. Our middle school is currently in its second year of implementation of the hybrid model in the 8th grade.

District Concerns

Concern #1:

A diminishing taxbase along with irregular and insufficient state funding that recognizes the challenges of an urban system create much need that is unfulfilled.

Concern #2:

The district elementary schools show some improvement in recent years' PSSA results which must be made more consistent.

Concern #3:

Recent achievement data shows discrepancy in achievement between student subgroups largely based on economic indicators.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

Recent achievement data shows discrepancy in achievement between student subgroups largely based on economic indicators.

Systemic Challenge #2 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

The district elementary schools show some improvement in recent years' PSSA results which must be made more consistent.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Related Challenges:

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA; Keystone Exams

Specific Targets: Proficiency rates on PSSA (grades 3-8) will increase annually; Keystone Exam (grades 9-12) passing rates will increase annually

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Implementation Steps:

Conduct professional development needs assessment.

Description:

Develop a survey to be completed on survey website tool to include all staff. Goal is 85% survey participation among staff.

Start Date: 1/1/2017 **End Date:** 4/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Plan and Schedule Professional Development Activities for Summer 2017 and following school year.

Description:

Review needs assessment and convene Professional Development Committee to plan and schedule priorities.

Start Date: 4/1/2017 **End Date:** 5/1/2017

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Differentiating Instruction

*Develop common assessments***Description:**

Convene committees in each subject area and grade level to develop formative and summative assessments to be used by all teachers.

Start Date: 3/1/2017 **End Date:** 8/1/2017

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

*Review data from common assessments***Description:**

Convene teacher groups to review data from common assessments on regular basis throughout the school year. Plan instruction.

Start Date: 9/1/2017 **End Date:** 6/1/2020

Program Area(s):

Supported Strategies:

- Common Assessment within Grade/Subject
- Differentiating Instruction

Goal #2: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA; Keystone Exams

Specific Targets: Percentage of students proficient will increase annually.

Type: Interim

Data Source: Staff Surveys

Specific Targets: Teachers will report satisfaction with relevance and quality of professional development offerings.

Strategies:***Substantial Professional Development***

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)
Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Implementation Steps:

Conduct professional development needs assessment.

Description:

Develop a survey and administer to all professional staff. Review results and determine emphasis.

Start Date: 3/1/2017 **End Date:** 4/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Implement professional development calendar.

Description:

Plan activities as determined by survey review for summer, 2013 and 2013-2014 school year.

Start Date: 5/1/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Conduct followup surveys

Description:

Conduct surveys at conclusion of each activity and review with committee. Determine necessary followup. Review student data.

Start Date: 6/1/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Lebanon SD.

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Peter Pyles on 4/29/2016

Board President

Affirmed by Marianne Bartley on 4/29/2016

Superintendent/Chief Executive Officer