

Lebanon SD

Special Education Plan Report

07/01/2016 - 06/30/2019

District Profile

Demographics

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

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
William Giovino	Administrator : Professional Education Special Education
Fred Shattls	Administrator : Professional Education Special Education
Jess Bahler	Ed Specialist - Other : Special Education
Kelly Bastek	Ed Specialist - Other : Special Education
Betty Miller	Ed Specialist - Other : Professional Education Special Education
Jessica Ashworth	Elementary School Teacher - Regular Education : Special Education
Kerri Snook	Elementary School Teacher - Special Education : Special Education
Staci O'Byle	High School Teacher - Special Education : Special Education
Shawn Canady	Instructional Technology Director/Specialist : Professional Education Special Education
Molly Lucas	Middle School Teacher - Regular Education : Special Education
Tyler Herman	Middle School Teacher - Special Education : Special Education
Joann Reilly	Parent : Special Education
Joshua Coatsworth	Special Education Director/Specialist :

	Professional Education Special Education
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Core Foundations

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: <http://penndata.hbg.psu.edu/BSEReports>

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

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

The 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

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
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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

Operator: School District

PROGRAM DETAILS*Type: ClassandPosition**Implementation Date: July 1, 2016**Reason for the proposed change: Daily fluctuation in enrollment.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2016**Reason for the proposed change: Daily fluctuation in enrollment.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2016**Reason for the proposed change: Daily fluctuation in enrollment.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Daily fluctuation in enrollment.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Daily fluctuation in enrollment.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Reason for the proposed change:* Daily fluctuation in enrollment.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Reason for the proposed change:* Daily fluctuation in enrollment.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Daily fluctuation in enrollment.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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 #9*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Daily fluctuation in enrollment.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2016**Reason for the proposed change: Daily fluctuation in enrollment.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2016**Reason for the proposed change: Daily fluctuation in enrollment.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Reason for the proposed change:* Daily fluctuation in enrollment.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Reason for the proposed change:* Daily fluctuation in enrollment.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Reason for the proposed change:* Daily fluctuation in enrollment.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Daily fluctuation in enrollment.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Daily fluctuation in enrollment.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2016**Reason for the proposed change: Split Supplemental/FT ES Position***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2016**Reason for the proposed change: Prorated due having 6th grade.*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	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*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Reason for the proposed change:* Split Supp/FT ES Position**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator:* School District**PROGRAM DETAILS***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)*Reason for the proposed change:* Fluctuation in Daily Enrollment**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Daily fluctuation in enrollment.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harding	An	A building in	Itinerant	Learning	5 to 12	50	1

Elementary	Elementary School Building	which General Education programs are operated		Support			
Justification: Instructional groupings are within age range.							

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Daily fluctuation in enrollment.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Reason for the proposed change:* Daily fluctuation in enrollment.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Daily fluctuation in enrollment.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Daily fluctuation in enrollment.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Daily fluctuation in enrollment.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Daily fluctuation in enrollment.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	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

Operator: School District

PROGRAM DETAILS*Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Daily fluctuation in enrollment.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Daily fluctuation in enrollment.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Daily fluctuation in enrollment.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016*

Reason for the proposed change: Daily fluctuation in enrollment.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Daily fluctuation in enrollment.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2016

Reason for the proposed change: Daily fluctuation in enrollment.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2016

Reason for the proposed change: Daily fluctuation in enrollment.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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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	9 to 12	20	1
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Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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 DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Reason for the proposed change:* Classroom closing**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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 DETAILS*Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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 DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	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*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*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	Support	Service Type	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*Operator:* Intermediate Unit**PROGRAM DETAILS***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	Support	Service Type	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

Operator: School District

PROGRAM DETAILS

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)

Reason for the proposed change: Daily fluctuation in enrollment.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	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

Operator: School District

PROGRAM DETAILS

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	Support	Service Type	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

Operator: School District

PROGRAM DETAILS

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	Support	Service	Age	Caseload	FTE
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				Type	Range		
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*Operator:* School District**PROGRAM DETAILS***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	Support	Service Type	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*Operator:* Intermediate Unit**PROGRAM DETAILS***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	Support	Service Type	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*Operator:* School District**PROGRAM DETAILS***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	Support	Service Type	Age Range	Caseload	FTE
Lebanon Middle	A Middle	A building in	Full-Time	Autistic	11 to	8	1

School	School Building	which General Education programs are operated	Special Education Class	Support	13		
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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

District Level Plan

Special Education Personnel Development

Autism

<p>Description</p>	<p>Autism Spectrum Disorder has become a prioritized initiative within the Lebanon School District due to increasing numbers from year to year. For full-time support, we currently have a K-2 and 3-5 classroom established at Northwest Elementary with a proposed class arriving at Lebanon Middle School during the fall of 2016. For Itinerant support, we have staff from IU-13 working with our students on a weekly basis in regards to social regulation, social thinking, and behavioral programming. We also work with the IU-13 Training and Consultative team to provide assistance for individual students.</p> <p>Lebanon School District Special Education Staff will have the opportunity to participate in the following trainings:</p> <ul style="list-style-type: none"> • Autism #1 – IU-13 - TAC Team - Introduction to Autism Spectrum Disorders (Fall 2016) • Autism #2 - IU-13 - TAC Team - Communication Strategies for students with Autism (Fall 2017) • Autism #3 – IU-13 - TAC Team – Autism - Academic, Social, and Behavioral Supports (Fall 2018) <p>Lebanon School District Special Education Staff may have the opportunity to participate in the following offerings:</p> <ul style="list-style-type: none"> • 2016 - 2019 - Local Autism support groups monthly as advertised by IU-13 • 2016 - 2019 - Inter-district Autism education each Fall through a cooperative Autism Awareness High School Football Game between ELCO School District and Lebanon School District. (Game will occur yearly in the fall) • 2016 - 2019 - Training Sessions in My Learning Plan for Regular Education Staff and new staff going through district Induction.
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	<ul style="list-style-type: none"> • 2016 - 2019 - Itinerant Autistic Support Providers from IU-13 will consult with staff as needed for individual cases • 2016 - 2019 - Special Ed Department meeting topic (Review of procedures and general guidelines)
Person Responsible	Lebanon School District - Special Education Department
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	103
Provider	School District / IU-13 - TAC Team
Provider Type	Individual
PDE Approved	No
Knowledge Gain	Staff will gain knowledge in effective strategies in working with students who are diagnosed as being on the Autism Spectrum.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

	Instructs the leader in managing resources for effective results.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers Paraprofessional Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

Behavior Support

Description	<p>Lebanon School District Special Education Staff will have the opportunity to participate in the following trainings:</p> <ul style="list-style-type: none"> Behavioral Support #1 – Lebanon School District - BCBA in consultation with Dyane Carrere from IU-13 presentation through My Learning Plan - FBA - What is an FBA? - 2016 - 2019 Annually
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	<ul style="list-style-type: none"> • Behavioral Support #2 – Lebanon School District - BCBA in consultation with Dyane Carrere from IU-13 presentation through My Learning Plan - Positive Behavioral Supports - 2016 - 2019 Annually • Behavioral Support #3 - Lebanon School District - BCBA in consultation with Dyane Carrere from IU-13 presentation through My Learning Plan- What to do with an FBA? - 2016 - 2019 Annually • Behavioral Support #4 - Lebanon School District - BCBA in consultation with Dyane Carrere from IU-13 presentation through My Learning Plan- FBA/PBSP Refresher for Special Education Staff - 2016 - 2019 Annually <p>Lebanon School District Special Education Staff may also have the opportunity to participate in the following offerings:</p> <ul style="list-style-type: none"> • 2016 - 2019 - Intensive Applied Behavior Analysis - PaTTAN with Mike Miklos - As needed for Autistic Support staff. • 2016 - 2019 - Individual consultation with members of the IU-13 TAC team in regards to FBA/PBSP procedures and also Regular Education Tier 3 Intervention with students. • 2016 - 2019 - Monthly meetings with building staff and central office leadership teams (Leadership) promoting involvement of the IU-13 TAC Team • 2016 - 2019 - Monthly meetings with individual building teams to review school atmosphere and resiliency outcomes • 2016 - 2019 – Monthly meetings to discuss safe schools strategies with district staff, community members, members of local institutions, and various agency staff. • 2016 - 2019 - Crisis Prevention Intervention Trainings - As prioritized and provided by district trainers in consultation with CPI - New staff will be introduced to Crisis Prevention Intervention (CPI) as part of our intervention plans for students who at high-risk for displaying intensive behavior in various school-based environments.
Person Responsible	Lebanon School District - Special Education Department
Start Date	7/1/2016
End Date	6/30/2019

Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services
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Professional Development Details

Hours Per Session	2.0
# of Sessions	4
# of Participants Per Session	46
Provider	School District / IU-13 - TAC Team
Provider Type	School District / IU-13 TAC Team
PDE Approved	No
Knowledge Gain	Staff will gain knowledge on the implementation of effective behavioral techniques for students who have challenging behaviors.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Department Focused Presentation
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Functional Behavior Assessment and Positive Behavioral Support Plan Data

Paraprofessional

Description	<p>Paraprofessionals will be exposed to the following trainings during the duration of the Special Education Plan:</p> <ul style="list-style-type: none"> • Paraprofessional #1 – IU-13 - Kristin Lentz - Autism Awareness and Characteristics - Fall 2016 • Paraprofessional #2 – IU-13 - Kristin Lentz - Engaging and Motivating Student Learners – Spring 2017 • Paraprofessional #3 – IU-13 - Kristin Lentz - Positive Relationships with Students – Fall 2017 • Paraprofessional #4 – IU-13 - Kristin Lentz - Supporting Social Skills Instruction – Spring 2018 • Paraprofessional #5 – IU-13 - Kristin Lentz - Supporting Math Instruction – Fall 2018 • Paraprofessional #6 – IU-13 - Kristin Lentz - Supporting Reading
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	<p>Instruction – Spring 2019</p> <p>Paraprofessionals will also have the opportunity to participate in the following:</p> <ul style="list-style-type: none"> • 2016 - 2019 - Act 126 Training - Child Abuse Recognition Training - Department of Public Welfare and Pennsylvania Department of Education • 2016 - 2019 - PaTTAN - Knowledge and Skill Development for Paraprofessionals through Framewelder - As needed to fulfill the 20 hour Pennsylvania Competency regulations <p>Personal Care Assistants will have the opportunity to participate in the following:</p> <ul style="list-style-type: none"> • 2016 - 2019 - CPR/First Aide/AED - Good Samaritan Hospital - Training is offered every year at the beginning of the school year for Personal Care Assistant's.
Person Responsible	Lebanon School District - Special Education Department
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	6
# of Participants Per Session	57
Provider	IU-13 TAC Team / Good Samaritan Hospital / PaTTAN / DPW and PDE
Provider Type	IU-13 TAC Team / Good Samaritan Hospital / PaTTAN / DPW and PDE
PDE Approved	No
Knowledge Gain	Paraprofessionals will obtain training that helps meet their annual requirements and help make them a better support for Lebanon School District programming and students.
Research & Best Practices Base	This is an optional narrative for Special Education.

<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<p>Training Format</p>	<p>Department Focused Presentation</p>
<p>Participant Roles</p>	<p>Paraprofessional</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Journaling and reflecting</p>
<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p>

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Reading NCLB #1

Description	<p>Lebanon School District Special Education Staff will have the opportunity to participate in the following trainings:</p> <ul style="list-style-type: none"> • Training #1 – Literacy Instruction - IU-13 – TAC Team (Spring 2016 - Fall 2016) • Training #2 – Supporting Reading Instruction in teh Classroom – IU-13 – TAC Team (Fall 2016) • Training #3 – Literacy Assessment - IU-13 – TAC Team (Spring 2017) • Training #4 – Reading Strategies and Activities to Support Learning - IU-13 – TAC Team (Fall 2017) <p>Lebanon School District continues to focus on and work with the Learning Focused Schools framework and strategies, which stress individualization and differentiation for all students. The district encourages continued use of LFS techniques in everyday planning and instruction. All staff has also received professional development in the Pennsylvania SAS portal with special focus on the web-based SAS Toolkit. New staff will undergo induction training in SAS.</p> <p>In order to target low achieving readers, Lebanon has begun to Implement Moby Max, Imagine Learning, and Headsprout. We have coupled these with Corrective Reading. In doing so, the IU-13 TAC Team has begun to train our staff and will consult on an ongoing basis. Since these servcies are through the IU-13 TAC team, these trainings are of no cost to the school district.</p>
Person Responsible	Lebanon School District - Special Education Department
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	46

Provider	Lebanon School District Special Education Department / IU-13 TAC Team
Provider Type	Lebanon School District Special Education Department / IU-13 TAC Team
PDE Approved	No
Knowledge Gain	Staff will gain the training and skills necessary to successfully implement effective reading strategies and supports.
Research & Best Practices Base	The district is utilizing research based programs to help target struggling reads early in their academic careers.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	School Whole Group Presentation
Participant Roles	<p>Classroom teachers</p> <p>Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Portfolio</p>

Transition

Description	<p>Lebanon School District Special Education staff will be exposed to the following trainings in the area of Transition:</p> <ul style="list-style-type: none"> • Indicator 14 - Post-School Surveys - Transition Coordinator in consultation with the IU-13 TAC Team - Spring 2016 • Indicator 13 - Transition Training and Refresher - Transition Coordinator in consultation with IU-13 TAC Team - Fall 2016 • Indicator 13 – IU-13 TAC Team - IEP Alignment Presentation - Spring 2017 • Indicator 13 – One on One Peer Review/ Checklist with Transition Coordinator in consultation with the IU-13 TAC Team - Spring 2017 <p>Lebanon School District staff, parents, and Students may also have the opportunity to participate in the following:</p> <ul style="list-style-type: none"> • 2016 - 2019 - PETS - Preemployment Transition Services - IU-13 - Spring 2016 • 2016 - 2019 - Monthly Department Meetings - Transition Coordinator in consultation with IU-13 -Transition Programming Review
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	<ul style="list-style-type: none"> • 2016 - 2019 - Transition Council parent activities monthly advertised through IU-13 and on our district website • 2016 - 2019 - Participation in the Transition Network Meetings run by IU-13 - Transition Coordinator - Monthly • Cedar Transition Portfolio - Special Education Staff Training - Fall 2016, Fall 2017, Fall 2018 • Transition Portfolio / Advanced Assessment Training - Fall 2016, Fall 2017, Fall 2018 • Transition Counsel Team (TCT) - Ongoing as scheduled • Monthly meetings with Office of Vocational Rehabilitation - Ongoing as scheduled
Person Responsible	Lebanon School District - Special Education Department
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	4
# of Participants Per Session	46
Provider	School District / IU-13 - TAC Team
Provider Type	School District / IU-13 TAC Team
PDE Approved	No
Knowledge Gain	Lebanon School District Special Education staff will continue to be included in refreshers on Indicator 13 and proper alignment with the specific portions of the IEP that work with transition. We will also continue to implement one to one peer reviews as well as random reviews with staff to ensure the changes are made.
Research & Best Practices Base	Lebanon School District Special Education staff will work with students, parents, and outside agencies to appropriately address transition related programming and goals.

<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>Department Focused Presentation</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring</p>

	Journaling and reflecting
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p> <p>One to one peer reviews and random individual student reviews with staff.</p>

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