

Lakeland SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

1355 Lakeland Drive
 Scott Township, PA 18433-9801
 570-254-9485
 Superintendent: William King
 Director of Special Education: Margot Parsons

Planning Committee

| Name | Role |
|----------------|-----------------------------------------------------------|
| William King | Administrator : Professional Education Special Education |
| Amber Evans | Ed Specialist - School Psychologist : Special Education |
| Margot Parsons | Special Education Director/Specialist : Special Education |

Core Foundations

Special Education

Special Education Students

Total students identified: 294

Identification Method

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

The Lakeland School District continues to utilize the discrepancy model in order to identify students with a learning disability. The IQ-achievement discrepancy model is the traditional method used to determine whether a student has a learning disability and needs special education services. The discrepancy model is based on the concept of the normal curve. The discrepancy model assesses whether a substantial difference, or discrepancy, exists between a student's scores on an individualized test of general intelligence (that is, an IQ test such as *WISC-IV*) and his or her scores obtained for one or more areas of academic achievement (e.g., the *Woodcock-Johnson Achievement Test*). The accepted criteria for identifying a student as having a learning disability with the IQ-achievement discrepancy is a difference of at approximately two standard deviations (30 points).

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

In the Lakeland School District, we currently have:

- Autism - 1.4% of our special education population is categorized with Autism. Our Child Find process is thorough and we are serving all possible students with this exceptionality.
- Intellectual Disability - 6.6% of our special education population is categorized with an intellectual disability. Our Child Find process is thorough and we are serving all possible students with an intellectual disability.
- Specific Learning Disability - 50% of our special education population is categorized with a specific learning disability. Our Child Find process is thorough and we are serving all possible students with a specific learning disability. Until recently, our district did not have a specific structured intervention process in place in the elementary schools.

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?

There is no non-resident facility located within the Lakeland School District. Should a non-resident facility be located within the district, the district will comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. The district will:

1. comply with the "child-find" obligations of IDEA;
2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. implement, timely review and/or develop Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and
4. provide FAPE in conformity with the IEP.

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).

Lakeland School District does not have any facility located within the school district for students who have been incarcerated. Should a correctional facility be located within the district, the district will comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to:

1. comply with the "child-find" obligations of IDEA;

2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. implement, timely review and/or develop Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and
4. provide FAPE in conformity with the IEP.

The district recognizes that the continued delivery of services in a student's IEP is superseded by the duty of the local correction institution to maintain and control security, the school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

The district recognizes that Section 614(d)(6)(A) provides that the following requirements of IDEA do not apply: A. participation of children with disabilities in general assessments as is required in section 612(a)(17) and paragraph (1)(A)(v); and B. transition planning and transition services as is required in subclauses (I) and (II) of paragraph (1)(A)(vii) with respect to children whose eligibility will end, because of their age, before they will be released from prison.

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.

Through the MDE and IEP process, all Lakeland students identified with a disability are included with their peers in general education to the maximum extent possible. The IEP team reviews the evaluation report data and recommendations. This information is then utilized to develop an appropriate educational program, based on the student's identified disability and educational needs. The IEP team considers where instruction with non-disabled peers in the general education curriculum can best occur and how the student can be included in the general education setting with accommodations or modifications.

The IEP team always discusses and considers the following questions prior to recommending the educational placement for a student:

1. What supplementary aids and services were considered?

2. What supplementary aids and services were rejected?
3. Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives in the IEP in the general education classroom.
4. What benefits are provided in the regular education class with supplementary aids and services versus the benefits provided in the special education classroom?
5. What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
6. To what extent, if any, will the student participate with non-disabled peers in extracurricular activities or other nonacademic activities?

Over the years, the Lakeland School District has been operating their own school year Special Education Programs including Learning Support, Emotional Support, Life Skills Support, Autistic Support and Speech/Language Therapy. The district operates an appropriate extended school year program based on student needs from K-12.

The Lakeland School District has made improvements to include students with disabilities in general education settings to the maximum extent possible. The district provides a flexible continuum of supports, services, and educational placement options, depending on each student's individual needs. Inclusive practices, along with co-teaching opportunities, have reduced the percentage of time students spend in the special education classroom, while increasing the amount of time students with disabilities spend in the general education classroom with their non-disabled peers. As an example, the K-3 learning support teacher co-teaches during math and reading. During these times, she is scheduled to be in a general education classroom, supporting her students, and providing instruction with the general education teachers. At the Junior-Senior High level, the district implemented similar changes to increase inclusion and co-teaching opportunities. The district now has four jr/sr high school learning support teachers from grades 7-12. Additionally, the jr/sr high school is planning two dedicated emotional/autistic support teachers and one life skills teacher. As a result of these changes, special education teachers are now able to schedule themselves in different classrooms, such as English, Math, Life Science, World History, etc., in order to support students on their caseload. Three paraprofessionals were also hired to provide additional support to the special education teachers and students. The paraprofessionals are scheduled in different classrooms throughout the school day, in which they provide assistance to identified students when the special education teacher is unable to provide support. The Lakeland School District has added school-based counseling services through a local agency, Scranton Counseling Center, and full-time Social Work Services, contracted through Friendship House. The district's life skills students, at the elementary level, continue to be included for, but not limited to, the following subjects; physical education, art, music, computers, lunch, recess, and library. At the Junior-Senior High School, several students are included for career & technology center programs, computers, chorus, family and consumer science, and science.

The Lakeland School District is replicating successful programs, evidence-based models, and PDE sponsored initiatives to enhance the continuum of supports, services, and educational placement options for students with disabilities. The district collaborates with the NEIU, PaTTAN, and other

agencies to provide on and off-site training opportunities. The district is focusing training efforts on co-teaching, differentiated instruction, bridging special education and general education, and positive behavioral supports. In order for these initiatives to be successful for students and teachers, training has been provided to both general and special education teachers. In August, 2016, general and special education teachers in the district began a three-year training process regarding collaboration and developing appropriate standards-based instruction for students with disabilities called Project MAX. In August 2017, a new team of teachers began the three-year training process. In addition, all district teachers are provided with the knowledge and training of how to prepare and plan for a variety of students who may be included in their general education classrooms. Furthermore, systems of communication between general and special education teachers has been developed to enable our students to be successfully included in the general education curriculum and for teachers to work successfully together.

The Lakeland School District's PennData report indicated our overall progress towards meeting the SPP targets required by the PA Department of Education. According to the SPP targets in the Indicator 5 Section (Educational Environments), the district has met the SPP target in the areas of SE inside regular class 80% or more, SE inside regular class less than 40%, and SE in other settings. In fact, in "SE in other settings", Lakeland's population is so small, it was not noted in comparison. Lakeland continues to work toward implementation and improvement of the twenty indicators outlined in the Pennsylvania State Performance Plan. Indicator 5, Least Restrictive Environment, has been an ongoing focus of concern with the emphasis on developing a variety of programming within the district to meet the diverse educational and behavioral needs of all students. Lakeland continues to actively participate with their local intermediate unit, NEIU 19, and neighboring school districts to maintain and develop additional programming for students with disabilities.

Behavior Support Services

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

Board policies 113.1, "Discipline of Students with Disabilities" and 113.2, "Behavior Support" states that students with disabilities will be educated in the LRE and shall only be placed in settings other than the regular education classroom when the nature or severity of the student's disability is such that education within the general education class with supplementary aids and services cannot be achieved satisfactorily. The IEP team for the identified student, shall develop a positive behavior support plan if the student requires specific interventions to address behavior that interferes with learning. The positive behavior support plan is based on data collected during a Functional Behavior Assessment. Furthermore, the Lakeland School District's Behavior Support policy states that the district shall implement positive rather than negative behavior techniques to ensure students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. Select school staff members are trained

in de-escalation techniques in an attempt to avoid the use of restraint, unless the student is engaging in behaviors that could harm themselves or others. In the event restraint techniques are utilized, an IEP team meeting is conducted to review the student's current IEP and positive behavior support plan to ensure they are both appropriate and effective.

The Lakeland School District considers the following techniques of handling student behavior as aversive and they may not be used:

1. Corporal punishment
2. Locked rooms, locked boxes, other locked structures from which the student cannot readily exit
3. Deprivation of basic human rights, such as withholding meals, water, or fresh air
4. Treatment of a demeaning nature
5. Punishment for a manifestation of a student's disability
6. Noxious substances
7. Suspensions constituting a pattern
8. Electric shock
9. Methods implemented by untrained personnel

Various staff members are responsible for the following actions:

- Initiating referrals for agency services
- Managing and documenting major and minor student behavior infractions
- Contacting parents when necessary
- Monitoring interagency meeting processes
- Assisting in the development of the MDE and IEP recommendations

The Lakeland School District is committed to the implementation of a School-Wide Effective Behavior System (SWEBS). SWEBS is a comprehensive, school-wide set of strategies to support both positive behavior and academic achievement for all students. The program focuses on encouraging and practicing appropriate behavioral expectations in an attempt to prevent problem behavior. Currently, the Lakeland school district engages SWEBS in all three district schools, grades K-12. The SWEBS program also aids in the transition process of 6th grade students by reducing the number of office discipline referrals. The team uses current problems, based on student reports, to plan appropriate activities, lessons, or questionnaires to address the concerns. In the Junior/Senior High School (grades 7-12) the Olweus Anti-Bullying Program has been implemented for the past three years. The Jr/Sr High School also engages a systematic SAP Team process to address behavioral and/or mental health concerns and was recently recognized for having the most effective SAP process in the state of Pennsylvania.

In select instances, a Functional Behavioral Assessment may be conducted to systemically examine an individual student's behavior to assist the team in determining the possible function(s) of the targeted behavior(s). When an identified student is presenting a behavior that is impeding his/her full participation within the general education curriculum, a team meeting is convened to discuss the target behavior and to develop an appropriate plan of intervention. The team then collects data and analyzes the data which is followed by the creation of a positive behavior support plan (PBSP). A positive behavior support plan is developed based upon positive interventions, rather than negative consequences. The PBSP, and corresponding data, are reviewed and revised as needed to assist the identified student in maintaining socially appropriate behavior within the least restrictive educational setting. Staff training in the area of behavior support focuses on utilizing de-escalation techniques, therapeutic aggression control techniques and verbal de-escalation strategies (TACT-2), and positive interventions. Continual updated training in TACT-2 strategies is provided to appropriate personnel.

The Lakeland SD currently operates its own emotional support and autistic support programs from K-12. The program case managers work closely with a full-time social worker contracted through Friendship House to provide social skills training and counseling services. The social work/counseling services are also available to general education students who have been referred through our Child Study Team process.

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.

If Lakeland SD were to encounter difficulty in ensuring a Free Appropriate Public Education (FAPE) for an individual student, the district would utilize the interagency process of collaboration and consultation with our local intermediate unit (NEIU 19), community agencies, and parents to address programming concerns of students within the Least Restrictive Environment (LRE). Lakeland requests the assistance of the local interagency coordinator through NEIU 19 to assist in planning/organizing interagency meetings for district students. The district will also request the assistance of the County Child and Adolescent Service System Program (CASSP) Coordinator when there is increased difficulty in locating appropriate programming for a student in the LRE. Meeting participants include, but are not limited to, the Special Education Supervisor, school psychologist, case manager, regular education teacher, related service providers, parents/guardians, the student, and if appropriate, the building administrator. In select cases, the team also invites representatives from outside agencies. The interagency meeting enables the district to utilize a continuum of

programs and services, while eliminating various barriers to the educational process.

Lakeland has utilized the interagency process to locate programming within neighborhood school districts, including school-based and center-based partial hospitalization programming. The Local Interagency Coordinator has provided assistance and guidance in organizing the interagency meetings by acting as the point of contact and by managing the meetings efficiently and effectively. After an interagency meeting is held, the results have included, but are not limited to, the development of hybrid programming, future program development, and locating appropriate programs.

Lakeland is in the process of exploring the possibility of providing a continuum of services within the district or by working collaboratively with neighboring school districts in developing consortium programming options for students with disabilities.

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.

The Lakeland School District's special education services and programs contain many strengths and highlights, which are described below.

The district continues to operate its own special education programs, including: Learning Support (K-12), Emotional Support (grades 7-12), Life Skills Support (K-12), and Speech/Language Therapy Services (K-12). Our Special Education Supervisor and School Psychologist are hired directly by the district which promotes familiarity with respective students and their families. It also allows for a more efficient system for managing district programs and identifying students with a disability.

Strengths/Highlights:

- Dedication of special and regular education professional and support staff who continually seek to improve educational experiences of students with disabilities
- School board and administration support for special education programming, such as social work and counseling services
- High percent of special education parents attending IEP meetings and/or parent-teacher conferences
- Cooperation among consortium of school districts
- Cooperation among Lakeland SD, NEIU 19, PaTTAN
- Co-teaching Initiatives
- More students being served in neighborhood schools/district operated programs
- Research based reading and math programs (Scott-Foresman Reading Series, Reading Streets, Wilson Reading Program, Study Island, Compass Learning, and Saxon Math)

- Web-based student information system, including a Special Education component, that provides staff with the flexibility of accessing special education documents from any computer with internet access. The system also provides data to assist staff with compliance to special education timelines
- Technology initiative incorporating iPads and SmartBoards to enhance lesson activities and learning experiences
- Data-based decision making and progress monitoring utilizing AIMSweb
- Inclusion of Life Skills students in regular education classes has been effective and valuable
- Staff/student recognition for efforts in integrating students into the regular education curriculum
- The Lakeland School District realizes that secondary students have unique needs and interests which may change over time. In an effort to assist students with transitioning from high-school into post-secondary employment and/or education, the district has developed an innovative transition assessment/survey which is administered to each student annually in grades 7-12. Each survey/assessment is tracked using a building-wide grid system so that no survey or assessment is repeated with the same student(s). The results of the survey/assessment are utilized by IEP teams when developing the Transition section of each student's IEP.
- The district utilizes a variety of outside programs and placements to meet students' unique interests in planning for employment. In conjunction with the NEIU, the district uses multiple "Pathways to Success" to combine academic instruction and community experiences to meet individual student transition goals. Some of the programs and placements include single or multiple year experiences in automotive instruction, vocational and career training instruction, food service instruction, hands-on job training in community settings, and a pre-college academy, for students interested in attending institutions of higher education upon graduation.

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 |
|---------------|------------------|-----------------|---------------------------|
|---------------|------------------|-----------------|---------------------------|

| | | | |
|--------------------------------------------------|------------------------------|-------------------------------------|---|
| Scranton School for the Deaf and Hard of Hearing | Approved Private Schools | Deaf or Hearing Impaired Support | 2 |
| NHS School of Scranton | Other | Emotional and Autistic Support | 2 |
| NEIU 19 Jefferson Center | Special Education Centers | Multi-Disability Support | 4 |
| NEIU 19 | Special Education Centers | Emotional Support, Autistic Support | 5 |
| NEIU19 | Neighboring School Districts | Autistic Support | 1 |

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2016

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------|-------------------------------|-------------------------------------------------------------|----------|------|
| Itinerant | Learning Support | 7 to 9 | 3 | 0.25 |
| Locations: | | | | |
| Mayfield Campus | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------------------|-------------------------------|-------------------------------------------------------------|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 7 to 9 | 9 | 0.75 |
| Locations: | | | | |
| Mayfield | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2016

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------------------|-------------------------------|-------------------------------------------------------------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 12 | 15 | 0.8 |
| Locations: | | | | |
| Mayfield Campus | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------|-------------------------------|-------------------------------------------------------------|----------|-----|
| Itinerant | Learning Support | 10 to 12 | 3 | 0.2 |
| Locations: | | | | |
| Mayfield Campus | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #3

Operator: School District

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 6 to 12 | 8 | 1 |
| Justification: The current caseload is 7 students in the following grades: 3 2nd grade, 2 3rd grade, 1 4th grade, 2 5th grade. Because we utilize inclusion and achievement grouping, these students are not being instructed at the same time. | | | | |
| Locations: | | | | |
| Mayfield Campus | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2016

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|-------------------------------------------------------------|----------|------|
| Full-Time Special Education Class | Emotional Support | 5 to 8 | 6 | 0.75 |
| Locations: | | | | |
| Mayfield Campus | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|-------------------------------------------------------------|----------|------|
| Full-Time Special Education Class | Autistic Support | 5 to 8 | 2 | 0.25 |
| Locations: | | | | |
| Mayfield | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------|-------------------------------|-------------------------------------------------------------|----------|------|
| Itinerant | Learning Support | 10 to 12 | 4 | 0.25 |
| Locations: | | | | |
| Scott Campus | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------------------|-------------------------------|-------------------------------------------------------------|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 12 | 12 | 0.75 |
| Locations: | | | | |
| Scott Campus | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #10 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------|-------------------------------|-------------------------------------------------------------|----------|------|
| Itinerant | Learning Support | 7 to 9 | 3 | 0.21 |
| Locations: | | | | |
| Scott Campus | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------------------|-------------------------------|-------------------------------------------------------------|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 7 to 9 | 11 | 0.79 |
| Locations: | | | | |
| Scott Campus | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #11 - Proposed Program*Operator:* School District

PROPOSED PROGRAM INFORMATION*Type: Class**Implementation Date: August 25, 2016**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 14 to 18 | 14 | 1 |
| Justification: There is a small total number of students requiring this service at this level. | | | | |
| Locations: | | | | |
| Lakeland Jr/Sr High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 13 to 21 | 12 | 1 |
| Justification: Students in our life skills program are included for many different subjects. Our older students are normally placed in transition programming opportunities outside the school building. These students do not receive instruction at the same time within this classroom. | | | | |
| Locations: | | | | |
| Junior Senior High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Program Position #13 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 25, 2016**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------------|--------------------------------------|-------------------------------------------------------------|----------|-----|
| Itinerant | Learning Support | 12 to 14 | 4 | 0.2 |
| Locations: | | | | |
| Junior Senior High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------------------|--------------------------------------|----------------------------------------------------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 14 | 16 | 0.8 |
| Locations: | | | | |
| Junior Senior High School | A Junior/Senior High School Building | A building in which General Education programs are | | |

| | | | | |
|--|--|----------|--|--|
| | | operated | | |
|--|--|----------|--|--|

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2016

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------------|--------------------------------------|-------------------------------------------------------------|----------|------|
| Itinerant | Learning Support | 14 to 16 | 5 | 0.26 |
| Locations: | | | | |
| Junior Senior High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------------------|--------------------------------------|-------------------------------------------------------------|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 16 | 14 | 0.74 |
| Locations: | | | | |
| Junior Senior High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2016

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------------|--------------------------------------|-------------------------------------------------------------|----------|-----|
| Itinerant | Learning Support | 16 to 18 | 8 | 0.3 |
| Locations: | | | | |
| Junior Senior High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 16 to 18 | 14 | 0.7 |
| Justification: Students require small group direct instruction to achieve success | | | | |
| Locations: | | | | |
| Junior Senior High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Program Position #16 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 25, 2018***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 9 to 12 | 2 | 0.25 |
| Justification: Students of the same age group are educated in small group together and while others are included. | | | | |
| Locations: | | | | |
| Lakeland Elementary School - Scott Campus | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|-------------------------------------------------------------|----------|-----|
| Full-Time Special Education Class | Autistic Support | 9 to 12 | 4 | 0.5 |
| Locations: | | | | |
| Scott Campus | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------------------|-------------------------------|-------------------------------------------------------------|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 9 to 12 | 3 | 0.25 |
| Locations: | | | | |
| Scott Campus | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #17 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 21, 2017***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------------------|-------------------------------|-------------------------------------------------------------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 5 to 8 | 8 | 1 |
| Locations: | | | | |
| Mayfield | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #18 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 25, 2016***PROGRAM SEGMENTS**

| Type of | Level of Support | Age Range | Caseload | FTE |
|---------|------------------|-----------|----------|-----|
|---------|------------------|-----------|----------|-----|

| | | | | |
|----------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------|----|---|
| Support | | | | |
| Itinerant | Speech and Language Support | 5 to 12 | 28 | 1 |
| Justification: Students are seen in small groups with same age peers | | | | |
| Locations: | | | | |
| Mayfield Campus | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2016

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|----------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------|----------|-----|
| Itinerant | Speech and Language Support | 5 to 12 | 30 | 1 |
| Justification: Students are seen in small groups with same age peers | | | | |
| Locations: | | | | |
| Scott Campus | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------------------|-------------------------------|-------------------------------------------------------------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 12 to 15 | 5 | 0.5 |
| Locations: | | | | |
| Lakeland Jr/Sr High School | A Junior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------------------|-------------------------------|-------------------------------------------------------------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 12 to 15 | 6 | 0.5 |
| Locations: | | | | |
| Lakeland Jr/Sr High School | A Junior High School Building | A building in which General Education programs are operated | | |

Special Education Support Services

| Support Service | Location | Teacher FTE |
|------------------------------|---------------|-------------|
| Special Education Supervisor | District Wide | 1 |

| | | |
|-------------------------------------|---------------------------|---|
| School Psychologist | District Wide | 1 |
| Special Education Paraprofessionals | Mayfield Campus | 5 |
| Special Education Paraprofessionals | Scott Campus | 3 |
| Special Education Paraprofessionals | Junior Senior High School | 3 |
| Personal Care Assistants | Mayfield Campus | 4 |
| Personal Care Assistants | Scott Campus | 3 |
| Speech Language Therapists | District Wide | 2 |

Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per Week |
|---------------------------------------|--------------------|----------------------|
| Occupational Therapist | Outside Contractor | 2.5 Days |
| Physical Therapist | Intermediate Unit | 1 Days |
| Teacher of the Visually Impaired | Intermediate Unit | 2 Days |
| Teacher of the Hard of Hearing | Intermediate Unit | 0.5 Days |
| Orientation and Mobility Therapist | Intermediate Unit | 0.5 Days |
| Social Work | Outside Contractor | 5 Days |

District Level Plan

Special Education Personnel Development

Autism

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|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description | Faculty and staff will gain skills on how to identify and understand the characteristics of students diagnosed with Autism Spectrum Disorder (ASD). Faculty and staff will develop effective research-based and effectiveness-based strategies that will allow identified students to be successfully included within the least restrictive environment. The district will maintain records of who is trained and the training dates. |
| Person Responsible | Margot Parsons, Special Education Supervisor and Amber Evans, School Psychologist, NEIU 19, PaTTAN |
| Start Date | 7/1/2018 |
| End Date | 6/30/2021 |
| Program Area(s) | Professional Education, Special Education, Student Services |

Professional Development Details

| | |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hours Per Session | 2.0 |
| # of Sessions | 3 |
| # of Participants Per Session | 30 |
| Provider | NEIU 19 and/or Lakeland SD |
| Provider Type | IU |
| PDE Approved | Yes |
| Knowledge Gain | Research-based and effectiveness-based instructional strategies to utilize with identified students within the least restrictive environment. |
| Research & Best Practices Base | Research on interventions/strategies for students identified with ASD. |
| 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> |

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| | Empowers educators to work effectively with parents and community partners. |
| 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 Professional Learning Communities |
| Participant Roles | <p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</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> |
| 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> |

Behavior Support

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| Description | The Lakeland SD faculty and staff will work as a team to effectively implement the following behavior support programs: 1) School-Wide Positive Behavior Support Programs across K-12 educational settings, 2) De-escalation techniques (CPI), and 3) Functional Behavior Assessment. The district will maintain records of faculty and staff members who are trained in these areas. |
| Person Responsible | Building Level Administration, SWEBS Teams, SAP Team, NEIU 19, PaTTAN |
| Start Date | 7/1/2018 |
| End Date | 6/30/2021 |
| Program Area(s) | Professional Education, Special Education |

Professional Development Details

| | |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hours Per Session | 3.0 |
| # of Sessions | 6 |
| # of Participants Per Session | 30 |
| Provider | IU |
| Provider Type | IU |
| PDE Approved | Yes |
| Knowledge Gain | Effective implementation of SWEBS techniques, positive behavioral approaches, de-escalation techniques in response to student behavior. Implementation of the Olweus anti-bullying program to reduce bullying within the Junior-Senior High School. |
| Research & Best Practices Base | Research and evidence-based strategies, interventions, and practices to maintain a safe and effective school environment, while enhancing current positive behavior support systems, as per PDE. |
| For classroom teachers, school counselors and education specialists | <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>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> |

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| | |
| Training Format | LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Professional Learning Communities |
| Participant Roles | Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Related Service Personnel |
| Grade Levels | Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12) |
| Follow-up Activities | Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring |
| Evaluation Methods | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of school-wide positive behavior programs and individual student behavior plans |

Paraprofessional

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|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description | Paraprofessionals will be provided with trainings on various topics determined by their assignment and the needs of the student(s) in which they support throughout the school day. The paraprofessionals will demonstrate an understanding of students with disabilities, basic special education law, confidentiality, and effective strategies to assist students in the least restrictive environment. The district will maintain records of who is trained and the training dates. |
| Person Responsible | Margot Parsons, Supervisor of Special Education and Amber Evans, School |

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|------------------------|-------------------------------------------------------------|
| | Psychologist, NEIU 19, PaTTAN |
| Start Date | 7/1/2018 |
| End Date | 6/30/2021 |
| Program Area(s) | Professional Education, Special Education, Student Services |

Professional Development Details

| | |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hours Per Session | 3.0 |
| # of Sessions | 6 |
| # of Participants Per Session | 15 |
| Provider | NEIU 19, Lakeland SD and/or PaTTAN |
| Provider Type | PaTTAN |
| PDE Approved | Yes |
| Knowledge Gain | Provision of appropriate assistance to students with disabilities. Twenty or more hours of in-house training will be provided to assist all paraprofessionals in attaining the required professional development hours. |
| Research & Best Practices Base | Topics will be based on research and evidence-based strategies, as well as, best practices for students with disabilities. In addition, training will enhance the current knowledge, skills, and competencies of the paraprofessional, as they relate to their role within the school setting. |
| 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> |
| 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 | Series of Workshops Department Focused Presentation |

| | |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Podcast Professional Learning Communities |
| Participant Roles | Paraprofessional |
| 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 Peer-to-peer lesson discussion |
| Evaluation Methods | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. |

Reading NCLB #1

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|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description | The faculty and staff of the Lakeland SD will implement evidence-based reading programs and utilize evidence-based progress monitoring tools to assist in developing and evaluating appropriate educational plans/activities. The district will maintain records of who is trained and the training dates. |
| Person Responsible | Building Level Administrators, Margot Parsons, Special Education Supervisor and Amber Evans, School Psychologist, NEIU 19, PaTTAN |
| Start Date | 7/1/2018 |
| End Date | 6/30/2021 |
| Program Area(s) | Professional Education, Special Education |

Professional Development Details

| | |
|--------------------------------------|----------------------------|
| Hours Per Session | 3.0 |
| # of Sessions | 6 |
| # of Participants Per Session | 30 |
| Provider | NEIU 19 and/or Lakeland SD |

| | |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provider Type | IU |
| PDE Approved | Yes |
| Knowledge Gain | Implementation of research-based reading programs and progress monitoring tools. Improved student learning outcomes in the area of reading. Differentiated instructional strategies will be utilized to meet the needs of diverse learners, including students with disabilities who are included within the regular education classroom. |
| Research & Best Practices Base | Enhance the use of research and evidence-based programming and progress monitoring tools. Teachers will utilize current reading programs and develop reading lessons and activities which promote best practices in reading education. Educators will also ensure that differentiated instruction occurs within the regular education classroom in order to promote inclusion of students with disabilities. |
| 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> |
| 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 | <p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> |
| Participant Roles | <p>Classroom teachers</p> <p>Paraprofessional</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> |
| 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>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> |

Transition

| | |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description | IEP teams will be provided with training in the area of transition planning for secondary students in order to prepare students for post-secondary education, independent living, and employment. The district will maintain records of each teacher who is trained and the training dates/topics. |
| Person Responsible | Margot Parsons, Supervisor of Special Education, Guidance Counselors, Outside Agencies |
| Start Date | 7/1/2018 |
| End Date | 6/30/2021 |
| Program Area(s) | Professional Education, Special Education, Student Services |

Professional Development Details

| | |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hours Per Session | 3.0 |
| # of Sessions | 6 |
| # of Participants Per Session | 5 |
| Provider | IU |
| Provider Type | IU |
| PDE Approved | Yes |
| Knowledge Gain | Teachers will increase their ability to utilize a variety of transition options and incorporate them into individualized transition plans that meet the |

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|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | unique strengths, interests, and needs of each student. |
| Research & Best Practices Base | The district will utilize research based programs in order to teach students the academic, social, and communication skills necessary to be successful in post-secondary activities (i.e., employment, independent living, etc.). |
| 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> <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> <p>Instructs the leader in managing resources for effective results.</p> |
| Training Format | <p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p> |
| Participant Roles | <p>Classroom teachers</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Parents</p> |
| Grade Levels | 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 | Review of written reports summarizing instructional activity |

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).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer