

Lewisburg Area SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

PO Box 351
 1951 Washington Ave., Dept CO
 Lewisburg, PA 17837
 (570)523-3220
 Superintendent: Steven Skalka
 Director of Special Education: Pamela Kramer

Planning Committee

Name	Role
George Drozin	Administrator : Special Education
Cathy Moser	Administrator : Professional Education Special Education
Christine Bedi	Middle School Teacher - Special Education : Special Education
Michael Sokalzuk	Middle School Teacher - Special Education : Special Education
Leslie Cullens	Parent : Special Education
Pamela Kramer	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 271

Identification Method

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

The Lewisburg Area School District uses a Discrepancy Model for identification of specific learning disabilities.

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>

Not significantly disproportionate

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?

Currently there are no 1306 facilities for Nonresident Students within the Lewisburg Area School District. If a 1306 facility opens within the District, the following steps will be taken:

1. The District will be considered the "host" district and maintain responsibility for educating students in institutions for any non-residential students residing within the district and who are considered 1306 students.
2. The District will provide a free appropriate public education in the least restrictive environment consistent to Chapter 14 and 342 of the Pennsylvania regulations and standards. The District will

make decisions regarding goals, programming and educational placement for each child. The District will seek advice from the resident district with respect to the student and keep the resident district informed of the plan to educate the student.

3. No barriers are identified at this time which limit the District's ability to meet its 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).

The following guidelines will be followed in accordance to 24 P. S. Section 13-1306.2 for the Educational Services for Students Incarcerated:

- (1) The Lewisburg Area School District will be considered the LEA for all students at the Union County Jail until they reach 17 years of age. Persons under 21 years of age who have not graduated will have rights to an education upon request.
- (2) A Child Find Notice is posted yearly at the jail for incarcerated individuals to access and understand their rights under Chapter 14 and IDEIA.
- (3) The Warden of the Union County Jail will contact the CSIU 16, with whom the District holds a contract for servicing incarcerated students, once it is determined that an incarcerated individual fits the criteria as listed above.
- (4) The CSIU 16 will contact the Coordinator of Special Education at 570-522-3277 or via Email after interviewing the individual to determine if the student is a student with a disability and eligible for FAPE under Federal and State Regulations. If the student is of compulsory educational age or if the student is under 21 years of age who has not graduated and has requested education, educational provisions will be provided.
- (5) If the student is an identified student, the Coordinator of Special Education will work to obtain records from the student's home district, set up an IEP meeting and ensure compliance of Federal and State regulations to ensure FAPE.
- (6) If the student is not an identified student, the Lewisburg Area School District guidance counselor, who will coordinate the educational services with the CSIU 16, will be contacted.

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.

The Individual Education Plan (IEP) team considers all options available within the full continuum of services to provide a Free Appropriate Public Education within the Least Restrictive Environment for all identified students within the Lewisburg Area School District. The IEP team determines the program type and level of service based on the individual needs of each student working from a least restrictive paradigm.

The Lewisburg Area School District believes that all children can learn when their individual needs are met. The district believes that this is best achieved through a collaborative approach that includes parents, special education staff, regular education staff and a Local Educational Agency Representative. The district works from an inclusionary model, where students are supported to the maximum extent possible in the regular education setting using Supplementary Aids and Services to support mastery of same age standards using both near and far links as appropriate to meet student needs in the regular education classroom to the maximum extent possible. Only when a student's needs cannot be satisfactorily met in the regular education classroom does the IEP team consider alternative environments. The Supplementary Aids and Services Toolkit is utilized as deemed appropriate to help in the decision-making process.

The Lewisburg Area School District uses a variety of supplementary aids and services to ensure students with disabilities are included in the general education environment using grade level standards and curriculum to the maximum extent possible. Services range from simple accommodations to more complex adaptations and modifications and are student specific to meet the needs of students while offering supports through a strength based model. Supplementary aids and services encompass a variety to tools and techniques, supporting students instructionally, environmentally and socially/emotionally/behaviorally.

The district is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance and expand the continuum of services and educational placement options available within the district to support students with disabilities in their ability to access the general education curriculum in the least restrictive environment (LRE) through ongoing site-based training, consultation, technical assistance and collaboration with both PaTTAN and CSIU 16 Consultants and by using public and private agencies to provide training and supports. Specifically, the district is invested in promoting School Wide Positive Behavior Supports initiatives, Transition services, Autism supports, Assistive Technology supports, and Early Literacy initiatives . In addition to the site-based training, consultation, technical assistance and coaching supports through both PaTTAN and CSIU 16 Consultants, the District employs several privately contracted Social Workers who provide on-going intervention, consultation,

training and supports.

The School Performance Plan (SPP) targets and the district's percentages as they relate to Indicator 5 - Educational Environments (Ages 6-21), confirms the district's successful approach to Least Restrictive Environment. The district is indicated to be above the State average of educating students inside the regular class 80% or more and below the State average of educating identified student inside the regular class less than 40%.

Currently the district has 22 students in out-of-district placements. Out-of-district placements are done on a case-by-case basis and placement decisions are made by the IEP team. LRE is of utmost concern when discussing a placement out of the district. When a decision is made for a more restrictive setting, the IEP has determined that the student's needs indicate that the nature and severity of the disability is such that education within the neighborhood school cannot be achieved satisfactory.

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.

Exceptional students are protected under the behavior management provisions and procedures in the regulations as set forth in Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and those found in the PA State Standards and Regulations (Chapter 14). All applicable Federal and State laws and regulations are followed for students who are eligible for Special Education services or who are thought to be eligible.

The Lewisburg Area School District has in place several policies to address positive behavior support services. Specifically, programs for exceptional students prohibits the use of unsafe or cruel techniques. The following aversive techniques of handling behavior concerns, per district policy are considered inappropriate and shall not be used:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes or other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water, or fresh air.
6. Suspensions constituting a pattern under §14.143(a) (relating to disciplinary placement).

7. Treatment of a demeaning nature.
8. Electric shock.

Further, policy indicates that positive rather than negative measures will form the basis of behavior intervention plans. Positive techniques will be employed for the change and maintenance of selected behaviors prior to use of more intrusive or restraining measures.

The Lewisburg Area School District provides training to relevant district staff in the use of specific procedures, methods, and techniques that encourage a positive approach to dealing with behavioral concerns. Crisis-management training is provided to educate relevant staff to recognize and manage crisis in a professional manner. Deescalation strategies are considered key to the success of managing crisis behavior.

The Lewisburg Area School District Special Education Department, teachers, and/or staff continue to develop skills and strategies that provide clear expectations of positive and effective behavioral supports that include but are not limited to:

1. Antecedent-prevention strategies.
2. Teaching of replacement behaviors.
3. Consequence consideration.
4. Functions of behavior.
5. Nonverbal and verbal de-escalation strategies.
6. Collaborative/Team approach to problem solving.
7. Non-verbal and verbal signals.
8. Counter-aggression.
9. Other research-based techniques and practices.

All exclusions, suspensions, and expulsions follow the guidelines as set forth in IDEA and the PA State Standards and Regulations.

The District does not provide formal school based mental health supports to students, but the district does work collaboratively with the local mental health providers to ensure that student's mental health needs are being met both in and outside of the classroom. The district contracts with several licensed social workers who support both students and families to access the community resources they need to address mental health needs.

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 Lewisburg Area School District does not currently have difficulty ensuring FAPE for an individual student or a particular disability category.

The district offers a wide range of services within its local neighborhood schools. Programs currently operating within the district include Learning Support, Emotional Support, Autistic Support, Speech and Language Support, Life Skills Support and Deaf and Hard of Hearing Supports. Itinerant and supplemental programming is offered and is dependant on the level and type of need of each student.

When the Lewisburg Area School District is having difficulty ensuring FAPE for an individual student or a particular disability category, the following procedures and methods are used to determine gaps in the continuum of special education supports, services and educational placement options with an emphasis of making sure that all gaps are closed and the student's needs are met.

Procedure when gaps exist:

The Lewisburg Area School District will work collaboratively with the Central Susquehanna Intermediate Unit (CSIU 16) and other designated local school districts to establish and provide appropriate educational services for students with disabilities.

The district will use the Technical Assistance Consultants at CSIU 16 to provide support to IEP teams to provide consultation and training

The Lewisburg Area School District will work collaboratively with local mental health agencies when warranted. Students who are at risk of or in need of mental health services are identified and teamed through interagency meetings or through the Children and Adolescence Service System Program (CASSP).

The following is a list of agencies and/or school districts the Lewisburg Area School District works with to ensure that student needs are being addressed in the Least Restrictive Environment:

- * Columbia, Montour, Snyder, Union (CMSU) MH/ID
- * CMSU/CMSU D & A
- * OVR
- * Center For Independent Living
- * Juvenile Probation
- * Children & Youth
- * Career Link
- * Northwestern Counseling Services
- * Keystone Human Services
- * Laurel Creek Counseling
- * Behavioral Health Specialists, Inc.
- * Hempfield Counseling Associates
- * CSIU 16
- * Warrior Run School District
- * Selinsgrove Area School District
- * Milton Area School District

- * Danville Area School District

- * New Story (a specialized private provider of educational supports relevant to Emotional Support and Autistic Support needs)

- * Compass Academy (an approved AEDY program)

- * Others as needed

Through this network of supports, the district has been successful in achieving a continuum of programs, services, and education placements without any gaps in services for students to date.

Expansion efforts are always underway and considered as the ever growing needs within Special Education occur. The District, in collaboration with the CSIU 16 recently opened a High School Autistic Support Program. The district also recently opened an Intermediate School level Emotional Support Program. Both of these programs were prompted by the needs of the students within the District. The District is also considering the need for an additional Emotional Support Program at the Middle School level. These programs are based on the trends within the special education population and the growing needs for support services as they present themselves.

Assurances

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Union County Jail	Incarcerated	Central Susquehanna Intermediate Unit 16 (CSIU 16)	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
White Deer Elementary	Neighboring School Districts	Life Skills Support	1
Selinsgrove High School	Neighboring School Districts	Life Skills Supports	1
5 Star Day Treatment Facility	Other	Emotional Support	4
Work Foundations +	Other	Life Skills Supports	4
New Story	Other	Autistic Support	2
New Story	Other	Emotional Support	5
Priestly Elementary	Neighboring School Districts	Multiple Disabilities Support	1
Milton Area High School	Neighboring School Districts	Life Skills Supports	1
Milton Area Middle School	Neighboring School Districts	Life Skills Supports	1
Shikellamy Middle School	Neighboring School Districts	Life Skills Supports	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 20, 2020

Reason for the proposed change: Start of 2020-2021 School Year for the 2020-2023 Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	20	0.5
Locations:				
Kelly Elementary	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	7 to 9	20	0.5
Locations:				
Kelly Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 20, 2020

Reason for the proposed change: Start of 2020-2021 School Year/Start of 2020-2023 Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	8	0.5
Locations:				
Kelly Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 9	10	0.5
Locations:				
Kelly Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 20, 2020

Reason for the proposed change: Autistic support reflects current need and trends for services

Start of 2020-2021 School Year in keeping with the 2020-2023 Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 9	4	0.5
Locations:				
Kelly Elementary	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%)	Autistic Support	5 to 7	4	0.5
Locations:				
Kelly Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	3	0.25
Locations:				
Linntown Intermediate	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	9 to 11	6	0.5
Locations:				
Linntown Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 11	1	0.25
Locations:				
Linntown Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 20, 2020

Reason for the proposed change: Reflects current needs and trends and reflects the Start of 2020-2021 School Year/Start of 2020-2023 Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	5	0.25
Locations:				
Linntown Intermediate	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	25	0.5
Locations:				
Linntown Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 12	2	0.25
Locations:				
Linntown Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	17	1
Locations:				
Donald H. Eichhorn Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	24	1
Locations:				
Donald H. Eichhorn Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2016

Reason for the proposed change: Changes in the current needs at the Middle School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	25	1
Locations:				
Donald H. Eichhorn Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 20, 2020

Reason for the proposed change: Caseload needs based on projections starting August 20, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	25	0.75
Locations:				
Lewisburg Area High School	A 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	15 to 18	4	0.25
Locations:				
Lewisburg Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 20, 2020

Reason for the proposed change: Caseload needs based on projections starting August 20, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 20	25	0.75
Locations:				
Lewisburg Area High School	A 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	17 to 20	4	0.25
Locations:				
Lewisburg Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.25
Locations:				
Lewisburg Area High School	A 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%)	Emotional Support	15 to 18	8	0.75
Locations:				
Lewisburg Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	15	0.5
Justification: Speech and Language Supports are on a one-to-one or small group bases and at no time are students grouped outside of their age range				
Locations:				
Kelly Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	7	0.25
Locations:				
Linntown Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 13	2	0.15
Locations:				
Donald H. Eichhorn Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16 to 16	1	0.1
Locations:				
Lewisburg Area School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 11	1	0.01
Locations:				
Linntown Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2018*Reason for the proposed change:* Students in the program are entering 9th grade.

There is no longer any students needing middle school programming 6th through 8th grade

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 18	8	1
Locations:				
Donald H. Eichhorn Middle School	A Middle School Building	A building in which General Education programs are operated		
Lewisburg Area High School Room C110	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 19	15	0.75
Locations:				

Lewisburg Area High School	A 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 19	5	0.25
Locations:				
Lewisburg Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 23, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	6	0.75
Locations:				
Kelly Elementary	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%)	Life Skills Support	6 to 9	4	0.25
Locations:				
Kelly Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 20, 2020*Reason for the proposed change:* Caseload needs based on projections starting August 20, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	10	0.5
Locations:				
Linntown Intermediate School	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 11	10	0.5
Locations:				
Linntown Intermediate School	An Elementary	A building in which General		

	School Building	Education programs are operated		
--	-----------------	---------------------------------	--	--

Special Education Support Services

Support Service	Location	Teacher FTE
Coordinator of Special Education/School Psychologist	District	1
School Psychologist	District	1
Paraprofessionals	Kelly Elementary	11
Paraprofessionals	Linntown Intermediate	5
Paraprofessionals	Donald H. Eichhorn Middle School	7
Paraprofessionals	Lewisburg Area High School	11
Personal Care Aide	Donald H. Eichhorn Middle School	2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	10 Hours
Physical Therapy	Outside Contractor	5 Hours
Social Worker	Outside Contractor	5 Days
Occupational Therapy	Intermediate Unit	1 Days
Physical Therapy	Intermediate Unit	1 Days
Social Worker	Intermediate Unit	1 Days
Social Worker	Outside Contractor	5 Days
Social Worker	Outside Contractor	5 Days
Educational Interpreter	Outside Contractor	5 Days
Deaf and Hard of Hearing Interpreter	Outside Contractor	5 Days
School Psychologist	Outside Contractor	1 Days
Speech and Language Therapist	Outside Contractor	5 Days
Educational Interpreter	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Regular and Special Education Professional Staff will participate in relevant training related to Autism in order to better understand the needs of students on the Autism Spectrum. Evidence for this action step will be the completion of a survey at the end of each session.
Person Responsible	Coordinator of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	80
Provider	School Entity
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Professional Staff and support staff will have the opportunity to practice skills obtained through ongoing training related to autism and practices within the classroom. Progress reporting will reflect knowledge gained from individuals working with students identified with Autism.
Research & Best Practices Base	Trainings will be provided by highly qualified staff educated in best practice as set forth by research based initiatives provided by the state.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking	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

leadership roles	are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	LEA Whole Group Presentation Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff 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
Evaluation Methods	Participant survey

Behavior Support

Description	Special Education staff will receive training in the use of Functional Behavioral Assessment and Behavior Intervention Plan development. Staff will be trained to apply positive interventions techniques to assist students in the Least Restrictive Environment. Staff will be trained in Positive School-Wide Behavioral techniques and strategies including de-escalation techniques and crisis intervention. Evidence for this action will be a decrease in office referrals.
Person Responsible	Pamela Kramer
Start Date	7/1/2020

End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	6
# of Sessions	27
# of Participants Per Session	30
Provider	School Entity
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
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>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	Series of Workshops
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p>

	New Staff Other educational specialists 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	Group discussion; practical and written test
Evaluation Methods	Participant survey Developing and enhancing positive school-wide and individual behavior intervention plans; test

Paraprofessional

Description	Special Education Paraprofessional will receive at least 20 hours of training in a variety of areas to support their successful interactions with the students they support. Training topics will include, but are not limited to, crisis management, deescalation techniques, use of technology, CPR and First Aid and best practices in supporting students in key academic areas. Evidence for this action step will be the completion of all trainings offered
Person Responsible	Coordinator of Special Education and Assistant Superintendent
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	10
# of Participants Per Session	35
Provider	School Entity
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.

Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	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.
Training Format	Professional Learning Communities Offsite Conferences
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
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

Reading

Description	Special Education Professional staff will be provided with a series of professional development opportunities focused on effective reading instruction at all grade levels.
Person Responsible	Assistant Superintendent and Coordinator of Special Education

Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	16
Provider	District Assistant Superintendent
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
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>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	Instructs the leader in managing resources for effective results.
Training Format	<p>Series of Workshops</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p>

	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles
Evaluation Methods	Review of completed IEP documents and monitoring of progress on goals

Transition

Description	Special Education Professional Staff will receive training related to recognizing and supporting appropriate post-secondary outcomes for students nearing graduation. Team members will gain knowledge about what is available at local universities and post-secondary training facilities. Team members will be trained to become proficient in assisting and supporting students in making post-secondary decisions. Evidence for this action step will be the appropriate completion of the transition section of IEPs.
Person Responsible	Coordinator of Special Education and Assistant Superintendent
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	9
# of Participants Per Session	15
Provider	CSIU 16
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling

	<p>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>Instructs the leader in managing resources for effective results.</p>
Training Format	Professional Learning Communities
Participant Roles	<p>Classroom teachers</p> <p>School counselors</p> <p>Classified Personnel</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Appropriate completion of the transition section of IEPs

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