

Northern Lebanon SD
Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

345 School Dr
 PO Box 100
 Fredericksburg, PA 17026-0100
 717-865-2117
 Superintendent: Erik Bentzel
 Director of Special Education: Ed Skoczen

Planning Committee

Name	Role
Dr. Erik Bentzel	Administrator : Professional Education Special Education
Dr. Chad Kinsey	Ed Specialist - School Psychologist : Special Education
Mrs. Amanda Maulfair	Elementary School Teacher - Special Education : Professional Education Special Education
Mrs. Lori Berdinka	High School Teacher - Special Education : Professional Education Special Education
Mrs. Deb Bollinger	High School Teacher - Special Education : Professional Education Special Education
Mr. Mark Opreska	Middle School Teacher - Regular Education : Professional Education Special Education
Mr. Stefan Wentling	Parent : Professional Education Special Education
Ed Skoczen	Student Services Director/Specialist : Professional Education Special Education Schoolwide Plan

Core Foundations

Special Education

Special Education Students

Total students identified: 433

Identification Method

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

As of December 1, 2016, Northern Lebanon School District has 433 students with IEP's. As of the 2016/2017 academic year, the primary method for identifying students with specific learning disabilities across the Northern Lebanon School District remains the discrepancy model in which referred students are evaluated and then reevaluated to determine if a severe discrepancy is present between cognitive ability and achievement. Although aspects of RtII and related interventions are utilized throughout the District, the method of identifying students with learning disabilities in the reading, mathematics, writing, language, and oral expression areas remains the discrepancy model. Northern Lebanon School District continues to incorporate the Response to Instruction and Intervention model at both the elementary and secondary levels through the use of DIBELS data, PSSA data and scores, Keystone data, and curriculum-based assessments. The elementary level continues to use RtII and DIBELS data in the decision-making process related to identification of interventions that would be appropriate for use with students who are struggling academically and/or behaviorally, but not for determination of specific learning disabilities. The District will be moving to the more contemporary pre-referral MTSS multi-tiered intervention model over the next year with staff being trained in 2018. The discrepancy model of assessment via use of cognitive ability, intellectual, and achievement assessments is used for identifying students with specific learning disabilities. The three school psychologists remain the psychoeducational evaluators with integral input and data provision from RtII staff, IST aides, parents, teachers, administrators, social worker, and counselors. Data tracking systems and data storage assist in determining if students are responding to interventions prior to being referred for full a psycho-educational evaluation. Reevaluations are also conducted by the school psychologists with input from the IEP team to assist with present educational levels and IEP goals progress, periodically to assess student progress and guide IEP teams as to appropriate specially designed instruction and modifications.

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>

There are no significant disproportionalities.

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?

Northern Lebanon School District is not a host District thus 1306 is not applicable. The District would provide LRE if we did have 1306 students through methods itemized below in the LRE section.

No barriers or problems are noted with the District related to 1306 students.

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).

Presently there are no correctional facilities located within the boundaries of the school district. However, if the district becomes aware of a special education student being placed in a correctional facility, the district special education coordinator makes contact with the facility thus confirming the student's status and enrollment in educational programs or services. The District maintains LEA responsibilities and will provide services and evaluations/reevaluations as deemed appropriate in accordance with FAPE. These services are provided through a contract with the local intermediate unit. The IU 13 correctional facility special education teacher is notified, an IEP meeting is held, and the special education teacher begins with the provision of IEP services and FAPE. Again, an IEP meeting is held to revise the IEP document as the district maintains appropriate LEA responsibilities. Progress monitoring documents, the IEP documents, and all other special education paperwork is maintained and stored by the District within the District special education offices.

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 school district continues to fully participate and comply with least restrictive environment regulations and guidelines. We have provided several training programs for teachers, staff, and administrators related to LRE over the past six years. We have trained teachers on co-teaching methods, supplementary supports, implemented the SAS toolkit, and used interventions while gathering treatment integrity data to assist with least restrictive environment and inclusion programs. For each eligible student, we identify the student's strengths and psycho-educational needs and then consider supports and modifications that would be necessary in order for the student to be successful in the regular education environment with non-disabled peers. For many students with mild to moderate learning disabilities, their needs simply dictate modifications to the curriculum and/or testing accommodations. For those students with significant academic or behavioral needs, consultative services, counseling services, and instructional aide services are next considered in order to maintain a least restrictive environment for students. For students with severe social/emotional/behavioral and/or academic needs, the use of instructional aides or personal care aides is necessary with full-time placement or out of school placement being used as the last alternative. Functional behavior assessments and positive behavior intervention plans are also developed and implemented as needed. We also maintain openness to such services as family-based, BHRS/Wraparound, outpatient therapy, and other counseling services in the school setting in combination with counseling services provided by the school psychologists and/or school counselors.

The district is utilizing the following evidence-based models, programs, and initiatives to provide LRE for special education students:

1. LRE inservice training and behavior intervention planning/FBA inservices conducted and provided by school psychologist team in the district
2. Upcoming MTSS training for selected special education staff/teachers
3. AIMSWEB plus training for progress monitoring of IEP goals grades K-8
4. Autism/Asperger's Social Skills Program in conjunction with Vista and speech/language pathology
5. Review of state and district testing scores
6. Assistive technology purchases and use such as Dynavox, systems, netbooks, chromebooks, Proloque software, virtual instruction, and iPads for students with autism, speech impairments, and

other disorders

7. Direct Reading Instruction and supplemental math instruction to promote successful inclusion
8. DIBELS Assessment Programs
9. Site-based Inservice days on co-teaching models
10. Transition Services Trainings

11. PaTTAN Trainings on assessment, interventions, reading instruction, LRE/inclusion, and curriculum
12. Visually impaired and hearing impaired trainings provided by IU 13 staff
13. Autism consultation services through IU13 and Vista programs
14. School-based counseling services grades K through 12
15. SAP team program and services to assist students with mental health issues, truancy issues, and D/A issues

Indicator 5, being Educational Environments, indicates that the District is meeting the SPP target in three out of the three LRE areas for students with IEP's ages 6-21. The District is within one half percent of the State target in the areas of having students inside the regular education classroom less than 40% of the school day and within the other settings category. These students are mostly District students in District and IU classrooms where we have continued to increase mainstreaming opportunities over the past three years. The district is almost ten percent above the state average in terms of including students in the regular education programs 80% or more of the day which is outstanding.

Trainings: Upcoming Planned Inclusive Practices and Co-Teaching Trainings

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Occurred November 10, 2016	IU Staff	Special Education Teachers, Paraprofessional, Instructional Staff,	On-site Training with Guided Practice, Study Groups	Improved LRE percentages "inside regular education class less than 40% of the school day" by 3% per school year.
December, 2017	IU Staff, Higher Education Staff, School Psychologists	Parents, New Staff, Paraprofessionals, Instructional Staff, Administrative Staff, Related Service	On-site Training with Guided Practice, Study Groups, Lecture and Presentation format at faculty meetings	Decrease of drop out rate by 3% per academic year and increase of graduation rates by

		Personnel presentations on dropout prevention for IEP students by IU training staff and OVR		3% academic year.
Quarterly special education meetings special education legal updates related to LRE and case study reviews	Higher Education Staff, Psychologists and Counselors	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Study Groups	Improvement of LRE percentages by 3% per academic year.

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.

Positive behavioral supports are implemented district-wide with the first level of intervention being collaborative efforts between and with teacher and parents. If additional supports are necessary for a student, referrals are made to administration, the RtII teams, SAP team, guidance counselors, social worker, and/or school psychologists for a specific intervention plan to be developed. Sometimes a functional behavior assessment is required in order to effectively develop a positive behavior intervention plan. Positive behavioral supports being used include: the school-wide positive behavior plan, classroom behavior plan, classroom rules posted, BIP's derived from functional behavior assessment data, verbal praise for desired behavior, shaping and modeling of positive behaviors, teaching of replacement behaviors, individual and small group cognitive-behavioral counseling, guest speakers, SAP team referrals, and counseling/agency referrals. Consultations related to behavior problems systematically occur through the school psychologists, counselors, social worker, and IU consultants. There is also the option of out-of-district placements such as to Fairland IU program, Valley Road IU program, Community School West, and Yellow Breeches programs as well as emotional support programming if a student is demonstrating serious behavioral needs. School psychologists, social worker, and school counselors continue their training in behavior intervention, Safe Crisis management, and counseling techniques through various on-site training and inservices.

Available services within the district geographic region include: individual and family counseling, family-based counseling, wraparound (BHRS) services, MST services, and RTF placements if warranted. The District in the past two years has collaborated with YAP agency to develop and provided a school-based counseling program providing individual therapies for at least 30 students. Additional mental health services are networked and coordinated typically through the local Lebanon MHID and CBHNP office. School-Based wrap around services are not presently provided or available through the District, although there are at least agencies/providers within Lebanon County that provide this service to children and families within our schools. We have at least 20 students receiving TSS-type services. Parent feedback and surveys have revealed an increased need for these services three years ago, and we thus have had a targeted goal and focus on networking parents and families with appropriate mental healthcare services and agencies. The district positive behavioral support policy was updated and approved by the Board of School Directors and PDE again within the past three years.

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 District has not been experiencing difficulty with insuring FAPE for special needs students. On occasion, parents refuse special education services such as in the case of mild learning disabilities, however this has been very rare. In most cases within NLSD, parents and families are in agreement with the provision of FAPE and related services as deemed to be necessary by evaluation and reevaluation teams. Learning support, emotional support, MDS, autistic support, life skills support, and early intervention speech/OT/PT services, orientation and mobility, job training, as well as hearing and vision support services are all available within the LRE and inclusion formats. The District continues to experience an increase in the frequency of diagnosis of autism, ADHD, and emotional disturbance which has required the development and implementation of additional emotional support, learning support, and autistic support programs and services in the district over the past six years. We have seen an increase of IEP's from 15% to 17% (two percent increase) over the last three years. There also has been an increase in parent requests through PCP's and psychiatrists for psycho-educational testing over the past six years. There continue to be gaps in programs in terms of MHID service provision when students transition from high school graduation to the adult services system which appears to be related to decreases in funding. Recently, OVR was provided some additional funding so we are observing an increase in programs to assist with work placements and vocational training for teenagers. Reduced MA funding and DPW funding continue

to increase the waiting list for students to receive adult services overall. Yellow Breeches Educational Program has continued to provide excellent programs and services for our middle school and high school male and female emotional support students within our District thus reducing the number of dropout students. Additional programs funded through the District and OVR include the Project SEARCH program where we have had approximately ten students graduate from successfully over the past three years. School-to-Work programming through IU13 has provided extremely valuable job training/vocational training for at least 15 NLSD students over the past three years. We anticipate these programs to continue over the next three years (2017-2020).

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 strengths of special education programs and services at Northern Lebanon School District include our district's emphasis on student first practices and interventions, inclusive practices, use of technology and assistive technologies for students with disabilities, co-teaching across both elementary and secondary levels, job training and transition service provision, and pre-referral/RtII data collection strategies and interventions. Primary focus has also been placed on educating students within their neighborhood schools to the fullest extent possible by bringing a number programs "in-house" that were previously out-of-districts IU programs including autistic support and emotional support programs. Approximately ten years ago, over 100 students were participating in Intermediate Unit programs and other educational programs outside of the district. Seven years ago only 40 students were placed in IU programs outside of the school district, and at this time approximately 25 students are placed in IU programs outside of the District. The District also has approximately a total of ten students in Vista and Yellow Breeches educational programs. The District offers learning support, life skills support, emotional support, and autistic support programs to students within the school district, as well as job training services, social work, counseling services, and have our own speech/language therapists. We have continued to place a strong emphasis on transition and job training services for students at the secondary level through maintaining a full-time district job trainer and by contracting these services from IU13 locally. Inclusive practices and inclusion opportunities are provided to all students. Co-teaching trainings and math and reading intervention programs continue to be utilized particularly at the elementary and middle school levels. Training and case by case consultation continues to be provided by IU13 in the areas of autistic support, visual support and hearing support as low incident disabilities, as well as orientation and mobility services. The majority of Northern Lebanon School District's special education students continue to receive mainstreamed and inclusion classes and are at either an itinerant or supplemental level of support. Assistive technology, such as chrome books, Ipads, and netbook computers have been very helpful for learning support students and autistic support students participating in regular education programs and classes. The middle school and high school special education services are listed as full inclusion for all learning support students with the exception of high school emotional support and middle school and high school life skills

support which are at a supplemental level of service typically. Furthermore, no significant disproportions are noted in the district related to identification of students with disabilities, early intervening services, race, sex, or ethnicity. Graduation rate goals/percentages are targeted to improve by three percent over the next three years. The District presently has a higher than desired dropout rate for students with IEP's so we are targeted to improved by 3% per year over the next three years, so that we meet the state goal of 90% graduating with IEP's. Additionally parent trainings related to assistive technology devices for students with special needs has been noted on parent surveys, so this will be a targeted training area over the next three years within the updated special education plan.

Assurances

Special Education Assurances

No policies or procedures have been identified.

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
Manheim Educational Center, Fairland Educational Program, and Community School IU13 programs	Special Education Centers	Center-based Emotional and Autistic Support	4
Yellow Breeches Educational Center	Special Education Centers	Center-based Emotional Support	7
Philhaven Behavioral Healthcare	Other	Day treatment program	1
Vista School	Approved Private Schools	Autistic Support Program	5
Devereaux	Approved Private Schools	Behavioral Treatment Program	1
Northwest Human Services	Approved Private Schools	Autistic and Emotional Support Center-Based Program	2

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: October 3, 2015

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	6 to 9	18	1
Locations:				
Jonestown Elementary	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:* October 5, 2015*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	11 to 14	34	1
Locations:				
Northern Lebanon Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* October 5, 2015*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 15	29	1
Locations:				
Northern Lebanon Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #4*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	12 to 15	10	1
Locations:				
Northern Lebanon Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* October 5, 2015*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	Speech and Language Support	14 to 18	20	0.5
Locations:				
Northern Lebanon Middle School and High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* October 5, 2015*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	15 to 18	37	1
Locations:				
Northern Lebanon High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* October 5, 2015*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	38	1
Locations:				
Northern Lebanon High School	A Senior High 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:* October 5, 2015*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 17	32	1
Locations:				
Northern Lebanon High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* October 5, 2015*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%)	Life Skills Support	15 to 18	12	1
Locations:				
Northern Lebanon High School	A Senior High 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:* October 5, 2015*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 10	10	1
Locations:				
East Hanover Elementary	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:* Position

Implementation Date: October 5, 2015

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	12	0.5
Locations:				
Lickdale Elementary School	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 12	19	0.5
Locations:				
Jonestown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: October 5, 2015

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	8 to 11	15	1
Locations:				
Fredericksburg Elementary	An Elementary 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: October 5, 2015

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 10	12	1
Locations:				
Lickdale Elementary	An Elementary 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: October 5, 2015

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	Emotional Support	10 to 12	12	1
Locations:				
East Hanover Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	7	1
Locations:				
Fredericksburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	48	1
Justification: This is a speech language pathologist position who serves two elementary schools grades K through 6.				
Locations:				
Lickdale Elementary and East Hanover Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	56	1
Justification: This is a an elementary speech/language position that serves two elementary schools grades K through 6.				
Locations:				
Jonestown Elementary and Fredericksburg Elementary	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: Class

Implementation Date: September 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	12	1
Locations:				
East Hanover Elementary	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: Position

Implementation Date: October 3, 2016

Explain any unchecked boxes for facilities questions: None.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	39	1
Locations:				
Northern Lebanon Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 28, 2017

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	8	1
Justification: NA				
Locations:				
Northern Lebanon High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 28, 2017

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 9	9	1
Locations:				

Jonestown Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	Jonestown Elementary School	1
School Psychologist	Lickdale Elementary, East Hanover Elementary, and Fredericksburg Elementary	1
School Psychologist	High School and Middle School	1
Special Education Director	District-Wide	1
Paraprofessionals and PCA's	District-Wide	29
Elementary School Counselor	Fredericksburg, Lickdale, East Hanover, and Jonestown Elementary Schools	2
School Counselor	Northern Lebanon Middle School	1
School Counselor	Northern Lebanon High School	2
District Job Trainer	High School and Middle School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Vista School	Outside Contractor	30 Minutes
Paraprofessional	Intermediate Unit	5 Days
Paraprofessional	Intermediate Unit	5 Days
Paraprofessional	Intermediate Unit	5 Days
Job Training	Intermediate Unit	420 Minutes
LRE Trainings/Autistic Support Trainings	Intermediate Unit	30 Minutes
Occupational Therapist	Outside Contractor	6 Days
Physical Therapist	Outside Contractor	2 Days
Social Worker services	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Personnel Development Activities				
	<i>Topic: AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs with a focus on ABA training verbal training at the elementary level.</i>				
	Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
8/2018 training through PaTTAN and IU staff.	PATTAN Staff, IU Staff	Parents, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Workshops with Joint Planning Periods, Conferences	Autistic support services and trainings are provided on an ongoing basis to district staff and autistic students through a variety of venues: IU13 itinerant autistic support, Vista services, and a newly implemented sound/communication group implemented by a speech pathologist (Think Social program). Speech/language therapists, consultant, and special education teacher are	

		<p>participating in these on-going trainings. These supports and programs insure that autistic students are included successfully in regular education classes with non-disabled peers in compliance with least restrictive environment. Teachers and paraeducators will continue to be included in autistic support training programs over the next three years. Parents are invited via NL website calendar, guidance newsletters, board meetings, and individual paper mailings. Anticipate a 3% increase in inclusion rates over the next three years.</p>
	<p>Anticipated Training Dates Training Partners Training Participants and</p>	<p>Training Format Evidence of Results</p>

		Audience	
<p>8/2018 and 8/2019 training through IU and PaTTAN trainings</p>	<p>PATTAN Staff, IU Staff</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>Workshops with Joint Planning Periods, Conferences</p> <p>Autistic support services and trainings are provided on an ongoing basis to district staff and autistic students through a variety of venues: IU13 itinerant autistic support, Vista services, and a newly implemented sound/communication group implemented by a speech pathologist (Think Social program). Speech/language therapists, consultant, and special education teacher are participating in these on-going trainings. These supports and programs insure that autistic students are included successfully in regular education classes with non-disabled peers in compliance with least restrictive environment. Teachers and paraeducators will continue to be included in autistic support training programs over the next three years. Parents are invited via</p>

		NL website calendar, guidance newsletters, board meetings, and individual paper mailings. Anticipate a 3% increase in inclusion percentages of the course of the next three years.
Person Responsible	Dr. Chad Kinsey	
Start Date	8/1/2018	
End Date	9/1/2019	
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services	

Professional Development Details

Hours Per Session	3.0
# of Sessions	2
# of Participants Per Session	12
Provider	NLSD, IU, PaTTAN
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	NA.
Research & Best Practices Base	NA.
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	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

educators seeking leadership roles	<p>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>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<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>Peer-to-peer lesson discussion</p> <p>Journaling and reflecting</p>
Evaluation Methods	<p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p>

Behavior Support

Description	<p>Positive behavioral supports are implemented district-wide with the first level of intervention being the teacher and parents. If additional supports are necessary for a student, referrals are made to administration, the IST team, the</p>
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RtI team, SAP team, guidance counselors, and/or school psychologists for a specific intervention plan to be developed. Positive behavioral supports being used include: classroom rules posted, BIP's derived from functional behavior assessment data, verbal praise for desired behavior, teaching of replacement behaviors, individual and small group cognitive-behavioral counseling, guest speakers on topics such as bullying, SAT team referrals, and counseling/agency referrals. Consultations related to behavior problems systematically occur through the school psychologists and IU consultants. There is also the option of out-of-district placements such as to Community School West and Yellow Breeches program within the county, and emotional support programming if a student is demonstrating serious behavioral needs. School psychologists and school counselors have been trained and further training will be provided at monthly special education meetings as needed related to FBA's, data collection, and community-based counseling services and supports. Available services within the district geographic region include: individual and family counseling, family-based counseling, wraparound (BHRS) services, MST services, and RTF placements if warranted. These services are networked and coordinated typically through the local Lebanon MHID and CBHNP office. Parent feedback and surveys have revealed an increased need for these services over the past three years, and one of our goals has been focused on networking parents and families with appropriate mental healthcare services and agencies. The district positive behavioral support policy was updated and approved by the Board of School Directors and PDE three years ago.

Personnel Development Activities

Topic: Positive Behavioral Supports and Effective Behavioral Interventions at special education meeting

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
3/7/2014	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related	Study Groups, Special education meetings	School-wide behavioral supports have been implemented and will

	<p>Service Personnel</p>	<p>continue to receive increased attention through the updated guidance concept, alternative education programming in the district, and IST/RtII processes at the elementary and secondary levels. Positive results will be realized through a continued decrease in out-of-school district alternative education placement and reduced out-of-school suspensions. The goal is that less than six students be placed in out-of-district alternative</p>
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	<p>Fall 2014 inservice training day for new staff (half-day) on special education policies/procedures, and positive behavioral supports/classroom management.</p>	<p>District Special Education Coordinator and School Psychologists</p>	<p>New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice</p>	<p>education programs next academic year. This academic year eight students have required placement in these types of programs.</p> <p>Additional training dates for the next three years will be scheduled as sessions become available.</p> <p>Results will be monitored on a yearly basis.</p> <p>Results will be monitored throughout the next three years. The goal is that less than six students will require placement in out-of-</p>
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district alternative education programs such as Yellow Breeches and Community School West.

Topic: Safe Crisis Management and effective de-escalation techniques

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer, 2014; Summer, 2015; Summer, 2016	Higher Education Staff, District SCM trainer	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	Format will include two-day training for both special education and regular education teachers to provide training. Anticipate a 10% decrease in student discipline referrals and need for use of student restraint techniques during the next three

	<p>Winter, 2015</p>	<p>IU Staff, in-house staff</p>	<p>New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods</p>	<p>school years. Analyzing data from both special education and regular education teachers will continue to focus on decreasing student discipline referrals. Projected 5% decrease in referrals during 2014-2015 school year and 2.0% decrease in referrals each year thereafter. Analyzing data from both special education and regular education teachers will continue to focus on decreasing student discipline referrals. Projected 5% decrease in referrals during 2014-</p>
	<p>Winter, 2015</p>	<p>in-house staff</p>	<p>Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>Workshops with Joint Planning Periods, Study Groups</p>	<p>teachers will continue to focus on decreasing student discipline referrals. Projected 5% decrease in referrals during 2014-</p>

	2015 school year and 2.0% decrease in referrals each year after that.
Person Responsible	Dr. Chad Kinsey
Start Date	7/1/2014
End Date	7/1/2016
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.5
# of Sessions	2
# of Participants Per Session	15
Provider	NLSD
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Best practices in managing crisis situations and safety of students within the schools.
Research & Best Practices Base	SCM remains an evidence-based practice.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
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. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	LEA Whole Group Presentation School Whole Group Presentation

<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Joint planning period activities</p>
<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey</p>

Paraprofessional

<p>Description</p>	<p><i>Topic: ROLE OF PARAEDUCATOR: Paraeducators are required to have 20 hours of staff development annually.</i></p>				
	<p>Anticipated Training Dates</p>	<p>Training Partners</p>	<p>Training Participants and Audience</p>	<p>Training Format</p>	<p>Evidence of Results</p>
	<p>Fall 2018</p>	<p>PATTAN</p>	<p>Paraprofessional,</p>	<p>On-site Training</p>	<p>Anticipate a</p>

	and Spring 2019 Fall 2018 and Spring 2019 Fall 2018 and Spring 2019 Fall 2018 and Spring 2019 Fall 2018 and Spring 2019 (after school 2-hour sessions at high school library), 5 times per year	Staff, IU Staff PATTAN Staff, IU Staff PATTAN Staff	Instructional Staff, Administrative Staff Paraprofessional, Instructional Staff, Administrative Staff Parent, Paraprofessional, Instructional Staff, Administrative Staff	with Guided Practice, Distance Learning On-site Training with Guided Practice On-site Training with Guided Practice, Distance Learning	90% participation rate with a 2% improvement per year. Anticipate a 90% participation rate with a 2% improvement per year. Anticipate a 90% participation rate with a 2% improvement per academic year
Person Responsible	Dr. Chad Kinsey				
Start Date	9/1/2018				
End Date	12/31/2019				
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services				

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	20
Provider	PaTTAN and NLSD
Provider Type	PaTTAN
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.

<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<p>Training Format</p>	<p>School Whole Group Presentation Live Webinar</p>
<p>Participant Roles</p>	<p>Paraprofessional Classified Personnel New Staff</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion Journaling and reflecting</p>
<p>Evaluation Methods</p>	<p>Participant survey</p>

	Review of written reports summarizing instructional activity
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Reading NCLB #1

Description	<p><u>Reading and Mathematics:</u></p> <p>PSSA scores indicate baseline data that is at a proficient or advanced level across the district with the exception of at the high school level involving 11th grade PSSA reading and mathematics scores with a significant number of below basic level 11th grade math students. The building principal and special education coordinator have consulted and reviewed scores and interventions for improving student performance including the provision of a mathematics PSSA remediation class. A list of tutors locally has been provided to parents whose children scored below basic level on the PSSA math section. PSSA preparation classes and remediation classes are now offered and provided to students that are at risk of not performing adequately on these tests. The scores continue to be analyzed on an annual basis. Additional teacher trainings will focus on appropriate accommodations, re-teaching principles, differentiated instruction, further improvement of existing co-teaching structure, and SAS systems.</p> <p><u>***Graduation Rates: (2018-2021)</u></p> <p>NLSD will improve their IEP student dropout rates by 3% per year over the next four years by implementing the following training and interventions. The present dropout rate for students with IEP's is 23%. The state dropout rate for students with IEP's is 11%. Improvement of 3% per year over the next four years will bring the District in line with the state average in this area.</p> <p>1) August, 2018 Inservice Day: Middle school and high school special education teachers will be trained on dropout preventions, risk factors associated with dropout, and review of transition planning methods of assessment and intervention (provided by IU TAC consultants and district psychologist). (2.5 hours)</p>				
	Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
	January date as scheduled by IU	PATTAN Staff, IU Staff	Parent, New Staff,	On-site Training	Anticipated outcomes would

	<p>and PaTTAN over the next 3 years.</p>	<p>Paraprofessional, with Guided Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>Practice be that teachers would learn additional effective strategies such as differentiated instruction techniques, appropriate accommodations, how to use SDI's, and study skill building to assist students who are at a below basic or basic level in the mathematics area so that the SPP target rate in reading is met. An increase of 3% in scores will continue to be targeted for each of the next three academic years.</p> <p>We will continue to attend training sessions as scheduled by PaTTAN over the next three years. Parents will be included for training sessions. Parents will be notified of training dates via district mailings, department</p>
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	<p>August, 2015 teacher summer inservice date to assist with appropriate test accommodations and core concepts instruction.</p>	<p>Higher Education Staff, Training provided by district psychologists</p>	<p>Parent, Paraprofessional, Instructional Staff, Administrative Staff</p>	<p>On-site Training with Guided Practice</p>	<p>mailings, and NL website calendar. Projected percentage of improvement in reading - 2% per year. One available special education teacher inservice day for training related to secondary IEP transition goals and objectives writing, co- teaching, and transition planning plus IU 13 consultation and follow up quarterly. PSSA scores will be baseline data collected. Parents and administrators will also be notified of trainings via district mailings, email, and the district website. Projected percentage of improvement in reading - 2% per year. Special education teacher training day in January,</p>
	<p>Fall 2014 and Spring 2015; IU and PATTAN</p>	<p>PATTAN Staff, IU Staff</p>	<p>Parent, New Staff, Paraprofessional,</p>	<p>On-site Training with Guided</p>	<p>Special education teacher training day in January,</p>

<p>dates October, 2014 through May, 2015</p>	<p>Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>Practice, Workshops with Joint Planning Periods, Conferences</p>	<p>2014 for training related to IEP goals and objectives in the area of transition services.</p>	
			<p>Parents and administrators will also be notified of trainings via district mailings, email, and the district website.</p>	
			<p>Projected percentage of improvement in meeting IEP transition goals of 5%.</p>	
<p><i>Topic: Math</i></p>				
<p>Anticipated Training Dates</p>	<p>Training Partners</p>	<p>Training Participants and Audience</p>	<p>Training Format</p>	<p>Evidence of Results</p>
<p>2014-2015 Teacher inservice date in both spring and fall; PATTAN trainings TBD</p>	<p>PATTAN Staff, IU Staff</p>	<p>Parent, Paraprofessional, Instructional Staff, Administrative Staff</p>	<p>On-site Training with Guided Practice</p>	<p>Anticipated outcomes would be that teachers would learn additional effective strategies to assist students</p>

	<p>Spring/Fall 2014-2015 teacher inservice dates; PATTAN trainings</p>	<p>PATTAN Staff, IU Staff</p>	<p>Parent, Paraprofessional, Instructional Staff, Administrative Staff</p>	<p>On-site Training with Guided Practice, Conferences</p>	<p>who are below basic or basic level in the math area so that the SPP target rate in math is met.</p> <p>We will continue to attend training sessions as scheduled by PaTTAN over the next three years. Parents will be included for training sessions. Parents will be notified of training dates via district mailings, department mailings, and NL website calendar. Projected percentage of improvement in math scores is 2% per year. One available special education teacher inservice day for training related to</p>
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	TBD	<p>providing additional support in math for special needs students. We will monitor on a monthly basis and use PSSA scores as a baseline. Parents and administrators will be notified of training dates via district mailings, department mailings, and NL website calendar. Projected percentage of improvement in math- 2% per year.</p> <p>One available special education teacher inservice day for training related to providing additional support in math for special needs students. We will monitor on</p>
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		a monthly basis and use PSSA scores as a baseline. Parents and administrators will be notified of training dates via district mailings, department mailings, and NL website calendar. Projected percentage of improvement in math- 2% per year.
Person Responsible	Dr. Chad Kinsey	
Start Date	8/27/2018	
End Date	8/31/2020	
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services	

Professional Development Details

Hours Per Session	3.5
# of Sessions	2
# of Participants Per Session	15
Provider	IU13 and NLSD
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Improve knowledge of evidence based math and reading instructional methods. Improved student dropout rates.
Research & Best Practices Base	Same as above.
For classroom teachers,	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

<p>school counselors and education specialists</p>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<p>Training Format</p>	<p>LEA Whole Group Presentation School Whole Group Presentation</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>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>Participant survey</p>

Transition

Description	<p>Each year in the District Report to the Community, Northern Lebanon School District evaluates and analyzes the number of regular education and special education students who have attained gainful employment and/or who have pursued post-secondary education and training after graduating high school. Nearly 50% of students graduating from high school pursue post-secondary education. The District has also analyzed the number of special education students who attended CTC and completed a CTC program successfully. Those students successfully completing CTC programs has consistently been at or above 90%. Remediation in math and reading areas continues to occur on a daily basis for students that did not score proficiently including, but not limited to math and reading extensions classes, tutoring opportunities, and PSSA remediation classes. These classes take place at both the high school and CTC. Trainings during inservice days and summer programs will continue to occur for teachers in 2018-2019 and 2019-2020 academic years related to appropriate accommodations, math and reading interventions, adherence to IEP's, appropriate test accommodations, and differentiated instruction through various inservice opportunities with the school psychologists and IU 13 consultations as needed. Progress monitoring, transition services training, and IEP training will be used to determine evidence of graduation results and successful CTC program completion in moving forward. At this point in time, greater than 92% of students complete CTC programs successfully.</p> <p>Northern Lebanon School District is completed the Secondary Transition Services Cohort #1 program in 2014/2015 which includes various on-site trainings, webinars, and reviews of transition planning and programs conducted by IU13 and PaTTAN.</p>
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Personnel Development Activities

Topic: TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or technical training programs.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
<p>Monthly local council transition meetings; quarterly transition coordinators meetings at IU13 in years 2018 through 2020.</p>	<p>IU Staff, Higher Education Staff</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods</p>	<p>In review of the post school outcomes survey, there has been an increase in the number and percentages of students with disabilities that have been able to acquire and maintain gainful employment after graduation over the past three years (approximately 75%). We plan to continue this trend by continuing to develop transition plans in individual student IEP's at age 14 and</p>

	<p>younger when appropriate. The district has their own job trainer within the past year and we continue to contract for additional job training services with IU 13. Local business work training partnerships have been established and will continue to be maintained with ten local businesses in Lebanon County.</p> <p>Parents and staff are also made aware of transition topics to be presented at the Lebanon County Transition Coordinating Council meetings as we post them on the district website. A</p>
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		<p>recent monthly technology and transition training meeting for parents was held in October at NLHS. These transition meetings will be held one meeting per month during the 2017/18, 2018/19, and 2019/20 school years.</p> <p>Special education teachers routinely invite local adult service providers to IEP meetings including: MHID, OVR, and DDS. We also utilize a variety of transition educational programs for students ages 16 to 21 including: School-to-Work, Basic Occupational</p>
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	<p>Skills, Project Search, WIA, Vocational Evaluation Services. Lighthouse Vocational Services, as well as the Career and Technology Center programs. A high percentage of our district learning support students attend the Lebanon County Career and Technology Center to learn trades which lead to gainful employment after high school for these students (approximately 60%). There is a Learning Facilitator at CTC who assists IEP students in being successful. Additionally,</p>
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	<p>Transition training offered by IU13 - Fall and spring of 2018/2019 academic year, and</p>	<p>PATTAN Staff, IU Staff</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning</p>	<p>the local OVR case manager for the county spends one day per month at NLHS meeting with students, parents, and teachers to access OVR services.</p> <p>We continue to project a 1.5% to 2% increase per year in student improvement transition where students are successfully completing CTC programs and either attending technical school or college after high school graduation.</p> <p>NLSD projects a 2% increase per year in student improvement transition related to improvements in transition</p>
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<p>beginning of 2019/2020 school year.</p>	<p>Fall 2018 through Spring 2020</p>	<p>PATTAN Staff, IU Staff,</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Distance Learning</p>	<p>IEP goal specificity, job training supports, and student successful outcomes (completion of CTC programs via successful completion of NOCTI exams). Transition meetings on a quarterly basis with all participants to monitor and evaluate. We project a 2% increase per year in positive student outcomes (successful completion of CTC programs as measured by passing the NOCTI exams).</p>
<p><i>Topic: Counseling services and transition supports.</i></p>					
<p>Anticipated Training Dates</p>	<p>Training Partners</p>	<p>Training Participants and Audience</p>	<p>Training Format</p>	<p>Evidence of Results</p>	

	Spring of 2018 and Fall of 2019	Higher Education Staff, MHID office and OVR	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Teacher, Parent, and Student session	Projected 3% decrease in student behavioral referrals over the next three academic years, and 2% increase in students graduating with employment or post-secondary opportunities/programming as part of transition planning services.
Person Responsible	Dr. Chad Kinsey				
Start Date	8/1/2018				
End Date	9/1/2020				
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology				

Professional Development Details

Hours Per Session	2.0
# of Sessions	5
# of Participants Per Session	10
Provider	NLSD and IU13
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>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</p>

	<p>assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p>

	Participant survey
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Special Education Affirmations

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

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

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

Affirmed by Glen Gray on 4/30/2018

Board President

Affirmed by Erik Bentzel on 4/30/2018

Superintendent/Chief Executive Officer