

Loyalsock Township SD
Special Education Plan Report
07/01/2020 - 06/30/2023

District Profile

Demographics

1605 Four Mile Drive
 Williamsport, PA 17701
 (570)326-6508
 Superintendent: Gerald McLaughlin
 Director of Special Education: Lisa Fisher

Planning Committee

Name	Role
Charles Greevy, IV	Administrator : Professional Education Special Education
Gerald McLaughlin	Administrator : Professional Education Special Education
Preston Shellenberger	Building Principal : Special Education
Matthew Johnson	Community Representative : Professional Education Special Education
Tonya Knittle	Elementary School Teacher - Regular Education : Professional Education Special Education
Dan Asiello	Middle School Teacher - Special Education : Professional Education Special Education
Terri Deitrick	Parent : Professional Education Special Education
Samantha Johnson	Parent : Professional Education Special Education
Lisa Fisher	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 246

Identification Method

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

The Loyalsock Township School District identifies students with specific learning disabilities in accordance with the law: a **comprehensive evaluation including observation**

and the **determination by a team**

that a student **meets inclusionary criteria**

(e.g. ability/achievement discrepancy; lack of progress in 1 or more of 8 areas) and can **rule out**

exclusionary factors

(e.g. lack of instruction; economic disadvantage; or other cultural factors; Intellectual Disability; emotional disturbance) associated with the identification of a specific learning disability.

While the District continues to use a **discrepancy model**

, a process that examines whether a student exhibits a **pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade level standards**

, in determining the existence of a specific learning disability, processes similar to those associated with a Response to Instruction/Intervention (RtII) model such as universal screenings, classroom intervention, and a leveled approach to intervention are used to gather student data and monitor progress - particularly at the elementary level.

Enrollment

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

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

The Loyalsock Township School District has a greater percentage of students identified under the disability category of Emotional Disturbance than the state average, 14.4% and 8.5% respectively. The Loyalsock Township School District also has a greater percentage of students identified under the disability category of Intellectual Disability than the state average, 10.6% and 6.3% respectively. The District continuously reviews its process and procedures for identifying students with disabilities. The District believes that because of the pre-referral and intervention processes that

occur, students who are truly eligible for and in need of special education are those who are recommended for evaluation; the majority of students who are referred through this data and intervention based process meet eligibility criteria and demonstrate the need for special education. The District is confident in its identification processes and has demonstrated improvements in disproportionality with respect to specific learning disabilities, based on the last two years of data, 3% improvement in the 2018-2019 school year and an even percentage in the 2017-2018 school year.

Donald E. Schick Elementary School and the Middle School in the Loyalsock Township School District completed Tier one training for Positive Behavior Intervention and Supports model, which is an evidenced-based framework that supports and builds the systems for proactively approaching unwanted behaviors. The Loyalsock Township School District also hired a trauma counselor in the 2019-2020 school year, who is building the districts Trauma Informed Care framework, according to the Pennsylvania State issued Model Trauma-Informed Approach Plan, to support students with emotional and behavioral needs based on trauma. The district is diligently working on addressing the *required* components as well as the *recommended* components to best support student need. With the implementation of a consistent school-wide system and also the integration of trauma informed framework, The District is confident that we are utilizing a vast variety of intervention supports to best meet students' needs before a referral is made for a special education evaluation.

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 not any 1306 facilities located with the Loyalsock Township School District. Previously, or as necessary in the future, the LEA alone or in collaboration with BLaST IU 17 and other agencies as appropriate/necessary provides education, related services, and specially-designed instruction to students attending 1306 facilities to ensure FAPE within the least restrictive environment. Typically, barriers that exist relate to teacher certification and curricular alignment and appropriateness.

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 Loyalsock Township School District, in cooperation and collaboration with the Williamsport Area School District and the Lycoming County Correctional Facility, communicates to ensure that incarcerated students eligible for special education services are located, identified, and evaluated. Students who are found to be eligible for services are offered a free appropriate public education (FAPE). Personnel employed by the Williamsport Area School District (host district) notify Loyalsock Township School District of any incarcerated Loyalsock Township School District students who may be eligible for special education services. When necessary, permissions to evaluate are secured, evaluations are conducted, and the multidisciplinary evaluation (MDE) and individualized education plan (IEP) procedures are completed. Special education services are then provided to students eligible and in need of specially designed instruction. Williamsport Area School District provides the special education services and bills the Loyalsock Township School District.

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 Loyalsock Township School District makes a concerted effort to ensure that all children with disabilities are educated to the maximum extent possible and appropriate with their non-disabled peers. The Individualized Education Plan (IEP) team, based on the findings and recommendations of the multi-disciplinary evaluation (MDE), makes decisions about placement and least restrictive environment (LRE), both inside and outside the district. Individualized Education Plan (IEP) teams recommend types and levels of support that are least restrictive and most appropriate based on students' needs and abilities, rather than convenience. Separation from non-disabled peers occurs when the nature and severity of the disability is to the degree that education in the regular education class with supplementary aides and services is not meaningful and/or cannot be achieved satisfactorily. Likewise, placements outside the district occur only when appropriate programs/services are not available within the district or when placement decisions are based on court orders, mental health needs, or other agency recommendations.

The District's pre-referral systems (CIC and CST) contain elements of the Pennsylvania Response to Intervention and Instruction frameworks, including universal screening, school-wide positive behavioral approaches, standards-aligned core instruction, and data-based decision making. Data is used to inform instruction, provide insights regarding interventions and needs, and is part of the evaluation process.

The District, along with other partners such as BLaST IU 17, facilitates professional development for teachers and paraprofessionals related to all areas of teaching and learning including: planning, instructional strategies and

delivery, assessment, differentiated instruction, co-teaching, positive behavior support, and special education law. Opportunities for targeted instruction as well as core content instruction in the regular education class exist throughout the district.

Child Find	<p>The District has established and implemented procedures to identify, locate, and evaluate all children who need special education programs and services because of a child's disability. Title 1 reading supports and classroom teachers monitor and collect student data three times a year, Fall, Winter and Spring, in order to monitor student growth and/or need, along with curriculum based measurement data. The District purchases and utilizes a program called aimsweb to collect reading and math fluency data. At-risk students are provided interventions and growth is monitored. Monthly intervention, Child Study Team, meetings are held in which a team discusses all needs related to the child including academic, social/emotional, physical, and medically based.</p>
Collaborative Supplementary Aids and Services	<p>Scheduled time for co-planning and team meetings; Instructional arrangements that support collaboration (e.g. co-teaching models, paraeducator support); Professional development related to collaboration (e.g. co-teaching, curriculum mapping); Support for those using assistive technology for individual students; Opportunities for collaboration with parents (e.g. communication meetings, parent-teacher conferences, IEP meetings, Parent Portal, communication logs, transition council meetings)</p>
Early Intervention Services	<p>The District contracts with BLaST IU 17 to provide early intervention services that include developmentally appropriate programs designed to meet the needs of eligible young children and their families.</p>
FAPE	<p>Loyalsock Township School District has developed policies in accordance with federal and state regulations and guidelines to ensure the provision of a free and appropriate public education (FAPE) to all school-aged children, including those with a disability.</p>
Individualized Education Plans	<p>Results of an evaluation are reviewed by a team to determine if special education services are needed. When a special education placement is recommended, parents are part of a team that determines appropriate services and placement and develops an Individualized Education Plan (IEP) for the student.</p>
Instructional Supplementary Aids and Services	<p>Provide modified/adapted curriculum and/or materials; Provide alternative methods for students to demonstrate understanding/learning; Provide test accommodations/modifications (e.g. alternative location, extended time, oral testing or content read aloud, dictation of response); Provide alternative materials and/or assistive technology (e.g. books on tape/CD/iPod/iPad, use of computer, transcription of dictated responses; Provide functional skills instruction within the regular education context (e.g. speech and language within the reg. ed. setting, organizational skills instruction, time management); Use a variety of instructional delivery methods (e.g. visual, auditory, tactile/kinesthetic); Provide content</p>

	materials at instructional levels; Provide instructional adaptations (e.g. preteaching, reteaching, samples of expected outcomes, extra time, written directions accompany verbal directions)
Physical Supplementary Aids and Services	Facility arrangement for access; Furniture arrangement in various environments (e.g. classrooms, cafeteria); Individualized/specific seating arrangements; Specialized/individualized desk/chair/table; Adaptive equipment; Sensory input adjustments (e.g. light, sound, movement); Structural accessibility (e.g. wheelchair, restrooms, transportation)
Referral of Children for Screening and Evaluation	LTSD has procedures to identify children needing special education. Those procedures include "screening" and "evaluation."
Related Services	Related services available to students include transportation and developmental, corrective and other supportive services that help an exceptional student benefit from Special Education. Examples of related services include speech pathology and audiology services, psychological services, physical and occupational therapy services, social work services, parent counseling services, rehabilitation counseling services, use of a personal care aide, and assistive technology services.
Social/Behavioral Supplementary Aids and Services	Positive School-wide Behavior Programs (elementary, middle school, and high school); Social Skills instruction; Counseling supports; Peer supports (e.g. peer mediation, Cross-Age, mentoring); Functional Behavioral Assessments; Positive Behavior Support Plans; Behavior Contracts; Modification of rules/expectations; Cooperative learning strategies
Special Education Parent Nights	Periodically during the year, Parent Nights are held to allow parents an opportunity to learn more about Special Education services and to share information related to the program. Additionally, there is a Special Education page with information and resources available to families linked to the District's webpage.

With regard to SPP targets in the Indicator 5 section of the Special Education Data Report, **the district consistently meets/exceeds the target for educating students with disabilities in the regular class setting for 80% or more of the school day, greater than 70% currently**. Conversely, **the district consistently does not meet the SPP target for educating students with disabilities in the regular class setting for less than 40% of the school day, 15% currently**. Students represented by the second SPP target, inside regular class settings less than 40% of the school day, are those who have more significant and limiting disabilities and are recommended for placements within IU classes/programs. IEP teams work consistently and diligently toward finding and creating meaningful opportunities for greater inclusion with typically developing peers in regular education environments.

Behavior Support Services

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

The following is taken from District Policy No. 113.1 and serves as a summary.

District students must be educated in settings free from restrictions or injuries caused by challenging behaviors of others. At the same time the Board recognizes that every special education student in the district is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). Any student with disabilities who has an individualized education plan (IEP) and exhibits significant behaviors that interfere with appropriate functioning within the educational settings must have a plan for positive behavior support included with the IEP.

Behavior support programs must be based on positive rather than negative measures. The Board acknowledges that all necessary district personnel must be trained in the proper use of specific procedures, methods, and techniques. The behavior support methods and procedures must be applied in a non-discriminatory manner and in full compliance with requirements of applicable state and federal law. The behavior support policy is designed in compliance with the provisions of the Individuals with Disabilities Education Act (IDEA) and Chapter 14 PA Regulations 14.133.

Annually, school administrators, special education paraprofessionals, special education teachers, some regular education teachers, and school resource officers working with students with Emotional/Behavioral issues are trained in Safety Care (QBS) with an emphasis on de-escalation techniques. Safety-Care provides strategies for preventing and safely managing behavioral challenges with respect and compassion. The program is based upon an applied behavior analytic paradigm in every component, with every technique. Guided by the principle of incompatibility, QBS training focuses on reinforcement-based strategies, and teaches participants to proactively and positively engage students in behaviors that are incompatible with anger and aggression. Additionally, each school within the District, promotes expectations for positive school-wide behaviors and accountability.

In addition, in February, 2019, the District sent the Middle School Emotional Support Teacher to QBS Train the Trainer certification course, because it was consistently a challenge to access the necessary recertification trainings scheduled in the surrounding area, hence the risk of QBS recertifications lapsing for staff. Since then, the newly QBS Trained teacher has provided the 2-day QBS certification training to the majority of administrative team members and School Resource Officers. He has also provided De-escalation Strategies training to all paraprofessionals and many special education teachers districtwide. Our QBS Trainer is now able to provide any necessary QBS trainings and issue certifications on an as need basis annually without being tied to external training dates.

Additionally, each school building within the District has an established and fully-implemented school-wide effective positive behavior support plan that focuses on instruction, modeling and maintenance of high expectations for positive behavior and accountability for all students. The elementary and middle school just re-invested in their programs by attending Tier 1 trainings conducted by the BLaST IU 17 behavior support consultant. Part of the Tier 1 team expectations is to build a comprehensive program that is constantly changing and adjusting to current student need, based on data collected in the SWIS system. The goal is to implement a strong school-wide Tier 1 system that will then scale up to Tier 2 and 3, reaching the high need population of students who require individualized plans. As of right now, with the use of our Emotional Support teachers, School Counselors, Trauma Counselor, and school based Social Worker the District has established check-in-check-out systems and individual support models to reach the students with greatest need.

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 offers opportunities for a full continuum of services in conjunction with BLaST IU 17. In addition to District operated classes, LTSD hosts a number of IU classes and places students, as needed, in IU classes in neighboring districts. To the maximum extent possible, the District strives to educate its students in their neighborhood school and alongside their non-disabled peers.

Specifically, the District hosts three BLaST IU 17 classes, three at the elementary level, Life Skills, Supplemental Learning Support, and Emotional Support; and one at the high school level, Autistic Support. Currently, there are 33 students with placements in IU classes hosted by the District. During the current school year, the District is utilizing nine IU classes in neighboring districts for student placements (AS x3, LS, LSS x2, MDS x3); there are 19 students placed in IU classes outside the district in neighboring districts. The plan for the 2020-2021 school year will be to operate the Elementary Supplemental Learning Support classroom within the District, and no longer utilize the IU for that particular placement. The District will also no longer have available space for the Elementary Emotional Support program currently operated by the IU at Schick Elementary School. There are currently no Loyalsock students in that placement.

Additionally, the District contracts the following services with the IU: Speech and Language Therapy; Itinerant Emotional Support; Occupational Therapy; Physical Therapy; Transition Coach; Vision Support, and Hearing Support. The District also has plans of hiring a part time speech and language teacher for the 2020-2021 school year in order to provide all Speech services through the District. Placement decisions related to students diagnosed with Autism (wide range of abilities and needs) present the greatest challenge to the District. The district collaborates with families, agencies, and educational partners as needed to ensure most appropriate placement decisions. The District utilizes Autistic Support Consult services as well as Autistic Support Itinerant services for students who require social and emotional direct instruction, but do not require a change in placement. This ensures the Least Restrictive Environment is being met and students are receiving the services they need.

Annually, the District considers the appropriateness of expanding programs and services available directly through the district to increase its capacity with regard to the continuum of services for students. Programs recently changed to be facilitated by the District are Elementary Emotional Support and Elementary Supplemental Learning Support. The change of facilitation from BLaST IU 17 to the Loyalsock Township School District ensures that the capacity of seats, according to Chapter 14 regulations, are all available for Loyalsock students so that we can best meet the needs of any

student upon an initial evaluation, a re-evaluation, or a student moving into the school district.

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
Loyalsock Valley Elementary School	Neighboring School Districts	MDS	1
McCall Middle School	Neighboring School Districts	LSS	3
McCall Middle School	Neighboring School Districts	LS	7
Jersey Shore Middle School	Neighboring School Districts	MDS	1
Montoursville High School	Neighboring School Districts	LSS	1
Williamsport Area High School	Neighboring School Districts	MDS	2
Hughesville MS/HS	Neighboring School Districts	AS	1
Central Elementary School	Neighboring School Districts	AS	3
Justice Youth Works	Other	ES	1
Nittany Learning Services	Other	ES	1
Five Star, CSIU	Other	ES	1
Children's Home of Reading	Other	ES	1

Special Education Program Profile

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	12	1
Justification: After appropriate placement decisions are made and agreed upon by IEP teams, age range justifications are included in the IEPs of students as appropriate.				
Locations:				
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 11	12	1
Justification: After appropriate placement decisions are made and agreed upon by IEP teams, age range justifications are included in the IEPs of students as appropriate.				
Locations:				
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	50	1
Justification: Students receive individual or small group therapy with students of similar age, grade, and/or ability, thus age range justifications are not specified/included in students' IEPs.				
Locations:				
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 19	32	0.5
Justification: Therapy is provided on an individual basis, thus age range justifications are not necessary/required in students' IEPs.				
Locations:				
LTMS/LTHS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 3, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 15	8	1
Justification: After appropriate placement decisions are made and agreed upon by IEP teams, age range justifications are included in the IEPs of students as appropriate.				
Locations:				
LTHS	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 and Position*Implementation Date:* September 1, 2015**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	12	1
Locations:				
LTHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	25	1
Locations:				
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	25	1
Locations:				
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	18	1
Locations:				
LTMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	15	1
Locations:				
LTMS	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	10	1
Locations:				
LTMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	23	1
Locations:				
LTMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	22	1
Locations:				
LTHS	A Senior High 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
Itinerant	Learning Support	15 to 17	20	1
Locations:				
LTHS	A Senior High 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	Emotional Support	15 to 18	16	1
Locations:				
LTHS	A Senior High 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	Learning Support	17 to 20	21	1
Locations:				
LTHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2019

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	6	1
Locations:				

Schick Elementary	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
Supervisor of Special Education	District Service Center	1
Classroom Intervention Coordinator	Schick Elementary	1
Paraprofessionals (FT-7)	LTSD	7
Paraprofessionals (PT-15)	LTSD	7.5
Administrative Assistant	District Service Center	1
School Counselors	Schick Elementary (2); LTMS (1); LTHS (2)	5
School Psychologist	District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	4 Days
Physical Therapy	Intermediate Unit	7.5 Hours
Transition Coach	Intermediate Unit	4 Hours
Autistic Support Consultant	Intermediate Unit	7 Hours
Audiology	Intermediate Unit	15 Minutes
Itinerant Emotional Support	Intermediate Unit	3 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Professional/paraprofessional development opportunities will be provided annually to help ensure that students with Autism are provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs.</p> <p>The District will implement research-based practices to ensure participation and inclusion in the general education curriculum and regular classroom setting to the maximum extent appropriate. Personnel will be informed of and encouraged to attend conferences and workshops related to students with Autism and Autism Spectrum Disorders to ensure that they have the skills and knowledge necessary to support students with this identification.</p> <p>Educational partners such as the IU and PaTTAN as well as others with specific expertise in the area of Autism will help the District with this action.</p>
Person Responsible	Superintendent/District Administrative Team/Supervisor of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	20
Provider	LTSD
Provider Type	A variety of appropriate providers may be used including the local IU and PaTTAN.
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	Increases the educator's teaching skills based on

counselors and education specialists	research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Department Focused Presentation Online-Synchronous Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Paraprofessional Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	reflections; observations
Evaluation Methods	observation

Behavior Support

Description	100% compliance with the expectation for functional behavioral assessments (FBA) and positive behavior support plans (PBSP) for all students requiring and/or demonstrating the need for such. All paraprofessionals will be certified in deescalation strategies (QBS).
Person Responsible	Building Administration/Supervisor of Special Education

Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	

Professional Development Details

Hours Per Session	4.0
# of Sessions	4
# of Participants Per Session	20
Provider	LTSD
Provider Type	Any appropriate educational partners may be used to facilitate this goal.
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 leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers School counselors Paraprofessional Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	reflections
Evaluation Methods	progress monitoring data

Paraprofessional

Description	100% of the special education paraprofessional staff will be Highly Qualified. Paraprofessionals will participate in a minimum of 20 hours of professional development annually to refine their understanding and skills enabling them to meet the unique needs of students with disabilities.
Person Responsible	District Administration/Supervisor of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	

Professional Development Details

Hours Per Session	4.0
# of Sessions	6
# of Participants Per Session	20
Provider	LTSD
Provider Type	Any appropriate educational partners may be used to achieve this goal.
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	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops 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	reflections/discussions
Evaluation Methods	Participant survey observation

Reading

Description	Increase to 50% overall in the percentage of students with IEPs who score "proficient" in the area of ELA (PSSAs) across the district for the 2020-2021 school year with a minimum of a 2% increase each year, 2016-2017, 2017-2018, 2018-2019 Students participating in targeted, research-based interventions (Read Naturally, Spell Read, Corrective Reading) will demonstrate a minimum of one year growth from the baseline for each year of participation.
Person Responsible	District Administrative Team/Supervisor of Special Educaiton
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	

Professional Development Details

Hours Per Session	4.0
# of Sessions	4
# of Participants Per Session	20
Provider	LTSD
Provider Type	A variety of pppropriate educarional partners may be involved/included.
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	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p>

	Creating lessons to meet varied student learning styles reflections
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Portfolio</p> <p>walkthroughs</p>

Transition

Description	<p>Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult roles.</p> <p>100% of students with IEPs will leave school with a meaningful Summary of Performance as well as a plan following their exit from school.</p> <p>Maintain/continue to improve the number of graduates who obtain post-secondary education/training and/or employment after graduation.</p> <p>Expand the opportunities available for "work-based" learning.</p>
Person Responsible	District Administration/Transition Coordinator/Supervisor of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	20
Provider	LTSD
Provider Type	Any appropriate educational partner may be used.
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	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<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>reflections</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>

	Classroom student assessment data walkthrough
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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).

No signature has been provided

Board President

Affirmed by Gerald McLaughlin on 6/4/2020

Superintendent/Chief Executive Officer