

Cornwall-Lebanon SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

105 E. Evergreen Rd
 Lebanon, PA 17042
 (717)272-2031
 Superintendent: Philip Domencic
 Director of Special Education: Sarah Schaefer

Planning Committee

Name	Role
Sarah Schaefer	Administrator : Special Education
Kathy Donaldson	Ed Specialist - Other : Special Education
Stephanie Livingston	Ed Specialist - Other : Special Education
Susan Weiss	Ed Specialist - Other : Professional Education Special Education
Jaime Bettleyon	Ed Specialist - School Psychologist : Professional Education Special Education
Raquel Sides	High School Teacher - Special Education : Special Education
Jennifer Nazarchuk	Parent : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 746

Identification Method

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

Cornwall-Lebanon complies with 14.125 of the PA Special Education Regulations for criteria for the determination of a specific learning Disability (SLD) that is derived from federal IDEA regulations (300.309). Cornwall-Lebanon uses an approach that is reflected in a combination of Response to Intervention and Instruction (RtII) Processes and the discrepancy model. A multidisciplinary team with a school psychologist completes a comprehensive evaluation of the student to determine if the student meets a set of inclusionary criteria and can rule out a set of exclusionary criteria. Ultimately, the team is charged in determining if the student does not achieve adequately at a prescribed commensurate level in 1 of 8 areas (oral expression, listening comprehension, written expression, basic reading, reading fluency, reading comprehension, math calculation, math problem solving) that is not due to lack of instruction, other disability, or environmental issues. A classroom observation is completed in addition to the gathering of information from parents and teachers. The psychologist reviews the student's developmental/medical history and academic progress. Assessments that are typically administered include an intelligence test and a test of academic achievement. Both measures would be standardized and norm referenced. All of the information is presented and discussed at a multidisciplinary team meeting. The following questions are considered: 1. Does the child have a specific learning disability? 2. What is the basis for making this determination? 3. Was there any relevant behavior noted during the observation of the child? 4. What was the relationship of the observed behavior to the child's academic functioning? 5. Are there relevant medical findings? Are there any effects of environmental, cultural, or economic disadvantage? In general, a discrepancy model is used at the secondary level along with multiple forms of input to make a determination of eligibility for specific learning disability. Currently all elementary buildings are implementing RtII.

Our framework for RtII is outlined below:

Framework to determine if a referral to special education is appropriate

How do I know if a referral to special education is appropriate?

Answer 5 Questions

1. Has the student received research-based core curriculum (Tier1)

NO: Referral may not be appropriate. Provide research-based core curriculum and monitor progress

2. Is the student receiving a Tier 3 intervention at moderate or extensive levels for 30 min. per day at least 4 times a week

NO: Referral may not be appropriate. Provide Tier 3 intervention and monitor progress on a weekly basis.

3. Is the Tier 3 Intervention implemented with fidelity?

NO: Referral may not be appropriate. Implement interventions with fidelity and reassess student progress.

4. Has the student participated in at least two Tier 3 interventions at moderate or extensive levels for at least 6 weeks each (12 weeks total)?

NO: Referral may not be appropriate. Provide a different Tier 3 intervention or continue current Tier 3 intervention for at least 6 weeks.

5. Has the student failed to make adequate progress in Tier 3 interventions (4 of the 6 data points below aim line)?

NO: Referral may not be appropriate. Continue current interventions and reassess after 2 data points.

Enrollment

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

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

A review of the Special Education State Report indicates that there is a disproportionality between the State and the LEA in the area of Autism identification during the school year 2016-2017. Cornwall-Lebanon has 18.4% of special education students identified as Autistic versus the State average of 10.7%. We have a full continuum of services to meet the needs of our students with Autism. We operate a variety of support levels for this disability group and provide an exceptional level of programming. The District is investigating the identification methods both within our schools and in local private practice to review and develop best practice in diagnostics.

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?

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Philhaven Hospital Residential	Cornwall-Lebanon School District IU 13, New Story, Yellow Breeches	7
Renova Center	Cornwall-Lebanon School District, IU 13	1

Nonresident Students Oversight

Cornwall-Lebanon School District oversees Philhaven Hospital and the Renova Center as the LEA for students residing in those facilities. Oversight is provided by attending all IEP meetings and ensuring FAPE. All students are placed and monitored through the LEA. The LEA is Cornwall-Lebanon Supervisor of Pupil Services. Positive behavioral supports are also utilized to support students in regular education classrooms with social and emotional needs. The LEA has required Philhaven Hospital to provide daily checks to their students attending our public school buildings. Individualized behavior plans and supports for staff are facilitated through the special education staff and psychologists located in all buildings throughout the district. The District provides a variety of education options that are based on the need of the student. No education options are operated on the grounds of the hospital. All education is provided in school-based, center-based, or private school settings. In general, no problems or barriers exist that limit this LEA's ability to meet Section 1306 obligations. It is however important to note that on occasion, residential psychiatric patients exhibit behavior that is dangerous to self or others that require the hospital to consider homebound instruction for a limited amount of time to stabilize the student behavior. The hospital also occasionally makes use of their inpatient facilities for these instances.

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).

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Lebanon County Correctional Facility	IU 13	5

Incarcerated Students Oversight

The Cornwall-Lebanon School District provides services to correctional facilities when special education students or former special education students are incarcerated upon notice they are in placement. CLSD contracts with IU 13 in order for incarcerated individuals under the age of 21 years to receive educational services in the Lebanon County Correctional Facility. Meetings are held regularly for evaluations or IEPs as necessary. Diplomas are issued to those who meet graduation requirements while incarcerated. CLSD's Supervisor of Pupil Services serves as the LEA for this facility.

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.

Cornwall-Lebanon School District strives to ensure that all students with disabilities are educated with non-disabled children and the removal from the regular education environment with aides and services will only occur when educational progress cannot be achieved satisfactorily. This is evidenced by our improvement in the Indicator 5 (Educational Environments) data over three years of measurement. We continue to meet the State Performance Plan target for students educated in other settings as evidenced by our data that indicates that we currently have 2.5% of the student population in other settings which is below the State Average of 4.9%. The commitment to maintaining the Least Restrictive Environment (LRE) is important to the District and only after all supports, resources, consultants have been exhausted does the District consider placing students in other settings. Cornwall-Lebanon School District has added 100% more co-teaching classrooms at the High School and has implemented a clinic model at the elementary school to improve access to regular education options. The District requires that an LEA participate in all IEP meetings as required by law. Further, the IEP team must carefully consider all options to meet student needs in the least restrictive environment (LRE). After careful consideration of the following questions numbered below, educational placement is explained within Section VII of the IEP and a NOREP is prepared.

Questions the IEP Team is required to review and discuss:

1. What supplementary aides and services were considered? What supplementary aides and services were rejected? Discuss how those aides and services will or will not enable the student to make progress on IEP goals and objectives.
2. What benefits are provided in the general education class with supplemental aides and services versus benefits provided in the special education class?
3. What potential benefit effects or harmful effects might be expected on the student with a disability or the students in class even with support of aides and services?
4. To what extent will the student participate with peers in extracurricular or other nonacademic activity?

Cornwall-Lebanon School District provides a full-continuum of services targeting life skill needs from age 5-21 within our district program offerings. The continuum includes programming through a K-5 program, 6-8 program, 9-12 program, Ability-Based Learning, and Work-Based Learning that offer transition opportunities for our students with disabilities that will be soon graduating. The advent of this continuum of services has expanded our placement options and LRE decision-making. Cornwall-Lebanon has currently worked with a transition coordinator through IU13 as part of Cohort Transition training. The District employs a School Social Worker to assist in the social service decisions that are typical to a life skills population and transition. Cornwall-Lebanon School District developed a model to serve students with autism in classrooms that focus on social language, executive functioning, emotional regulation and processing. The advent of the program has allowed the District to return some students being educated in IU programming back to district operated classrooms sooner than had been in the past. The program also makes use of an Itinerant Autistic Support teacher.

All building administrators, special education teachers, and special education aides are Crisis Prevention Institute (CPI) certified. Aides are also first aid and CPR certified. Philhaven Residential Hospital is the only unit in Pennsylvania that does not have an option to educate their students on hospital premises. As such, Cornwall-Lebanon is responsible for the education of the students who reside there in ways other districts who serve as LEAs for residential hospitals are not. Philhaven is PA-DPW approved to offer short-term residential treatment (less than 6 months) and the residents must be considered local (counties in south central PA). The shorter residential stay has altered our practice in considering LRE for these students. Upon admission, Cornwall-Lebanon contacts the home district and attempts to coordinate the continuance of that student in their home program instead of beginning programming through the Cornwall-Lebanon classrooms. This coordination is aimed at maintaining stability in programming for that student given the short-term nature of the residential admission. The District also utilizes IU13, PaTTAN and other agencies to provide training in specific methodologies or programs and information and strategies to support student needs. The District will continue to monitor the needs for services in order to plan for students changing needs.

Cornwall-Lebanon School District provides various special education services within each of our buildings to support a student in their neighborhood school. All elementary buildings within the School District have at least two supplemental learning support teachers on staff who provide pull-out and push-in services. Our middle school has seven itinerant Learning Support teachers who provide pull-out programming. At the high school level, we offer seven itinerant Learning Support teachers to a pull-out and co-teaching model. At the elementary level, for students demonstrating a need for the small group learning environments, we operate four supplemental Learning Support classes. At the elementary and secondary school levels, we operate our own supplemental and full-time Emotional Support classes. For students in need of more functional academics, we offer full-time Life Skills Support classes (two at the elementary level, one at the middle school level, and three at the high school level). Furthermore, our district hosts classes operated by IU13 (three elementary Multiple Disability Support, one elementary Emotional Support, two elementary Autistic Support, one middle school Multiple Disability Support, two high school Multiple Disability Support, one high school Autistic Support). This enables our District to keep these students in their home district. Cornwall-Lebanon School District has speech and language therapists servicing each building. We contract with Austill's Rehabilitation and IU13 for Occupational Therapists, Certified Occupational Therapy Assistants, and Physical Therapists. We contract with IU13 and CAIU for additional supplemental services such as Deaf-Hard of Hearing Support.

Each elementary school has a data team which works with teachers, students, psychologists, personnel from outside agencies, and parents to maintain each child's education within the regular classroom setting. Furthermore, all four elementary buildings operate under the Response to Instruction and Intervention (RtII) model. This process provides tiered supports for all learners within the general education setting to ensure all learners are instructed within the core subject areas and receive necessary supports. The secondary level works within a building Coordinating Council which provides a pre-referral teaming structure to provide interventions.

As a district, we are dedicated to providing all children with an appropriate education to meet their needs. All efforts are made to accommodate and support a child's needs within the general education classroom with Supplementary Aids and Services. However, when a child's needs are identified and eligibility is determined through the MDT (multidisciplinary team) process, our district will look at the appropriate level, location, and grouping for each student. We discuss these options through IEP reviews and annual IEP meetings. Each student's IEP is driven by the student's area and degree of need. Each student's IEP team must first determine what services will best support that student's need. From this, the team looks at where this service is best provided to meet the student's needs. For each student, his or her IEP team determines the degree to which they should participate with their non-exceptional peers. A student's degree of need drives this process. For those students that receive all academics outside the regular education setting, all efforts are made to include that student in non-academic times (art, music, library, physical education, recess, lunch, and assemblies) with their age-level non-disabled peers. All Cornwall-Lebanon School District facilities are handicapped accessible. When students require accommodations to their transportation, the IEP team considers it as a related service and the district transportation department makes appropriate accommodations. As for extra-curricular activities, all students have access to these activities. All students are made aware of the opportunities through social media, website, daily announcements,

posters, flyers, and displays. If special accommodations are necessary the school personnel work to meet the student's needs.

Supplementary Aids and Services

Service/Resource	Description
Assistive Technology	A variety of communication devices, writing supports, and computer programs are used to supplement learning in order to meet the diverse needs of our students in the regular education environment.
Behavioral Supports	Individualized behavior plans and classroom management systems are provided in order to support students with social and emotional needs.
Collaboration Time	Time has been set aside in each teacher's day, both regular and special education teachers, in order to foster a collaborative and supportive environment. This provides a time for teachers to share and support each other in working with students with disabilities.
Hearing Supports	Amplification systems, sign language interpreters, and other hearing supports can be provided within the regular education setting to meet individual student need.
Autistic Facilitator	District personnel provide strategies and instruction to support both staff and students. Strategies are research based interventions to best support students with Autism Spectrum Disorders.
Itinerant Autistic Support	Strategies and direct instruction to support the needs of students in the autism spectrum along with consultation to the teachers and staff that support students.
Itinerant Speech and Language Support	Speech and Language Therapists continue to provide supports for students with language and articulation needs. Consultations with the regular classroom teacher also provides support in the regular education environment. The model being utilized by therapists within the district, provides a one week period each month, where therapists can observe and support students in a variety of regular education environments. The other three weeks of the month are used to develop skills in a pull-out therapy model.
Occupational Therapy	Occupational therapists support both students and staff with strategies and instruction to meet needs in the areas of fine motor assistance and sensory impairments. Consultation with the regular education teachers assist with implementing learned strategies in the regular education environment.
Paraprofessional and Personal Care Assistants	Paraprofessionals and personal care assistants support both teachers and students in facilitating supports in order to maintain success in the regular education environment.

Physical Adaptations	Adaptive furniture and equipment can be provided to support physical needs. Also, classroom environments are adapted to support the needs for reduced stimuli, sensory input, and wheelchair accessibility.
Physical Therapy	Physical therapists support both students and staff with strategies and instruction to assist students with gross motor impairments in the regular education environment.
Vision Supports	Orientation and mobility training, assistive devices, slant boards, and adaptive furniture can be provided to meet individual student need within the special education classroom.
Itinerant Learning Support	Strategies in reading, writing, mathematics, organization, and positive behavioral supports can be provided through an itinerant learning support model in all buildings of the district. Modifications can also be made within the regular education environment.

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 School Board Policy 113.2 (Positive Behavior Support)

The following is a summary of the policy:

A positive behavior support plan shall be developed for eligible students whose actual or anticipated behavior, as determined by the IEP team, interferes with their own learning or the learning of others. Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. Effective techniques to modify the contextual influences of behavior (i.e., setting events and immediate antecedent events), teach socially appropriate alternative skills, and reduce problem behavior will be employed. Positive particular behaviors shall be attempted prior to the use of more intrusive measures. Progress on the identified behaviors will be monitored along with improvements in student general health/well-being as a result of positive behavior support. A least-to-most intrusive hierarchy of strategies will be utilized. The behavior support plan for a child with an IEP must be designated/implemented in accordance with Pennsylvania Department of Education Guidelines for Effective Behavior Support. Specifically, a multi-component approach to modify contextual influences, teach alternative skills, and to reduce problem behavior is to be documented

in the behavior support plan. Evaluation procedures must also be included in the plan. Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a behavior support program. Any use of physical restraint, when implemented as a protective procedure, must be documented as a part of a child's crisis management plan in the child's behavior support plan within his/her IEP. When physical restraint is used as written in the child's crisis management plan, the IEP team shall review the current IEP for appropriateness and effectiveness. Restraints used to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, or to employees, and only when less restrictive measures and techniques have been proven to be or are less effective. Teachers and staff utilizing physical restraint as a prospective procedure will be trained in crisis intervention strategies. District personnel will be trained in the use of specific procedures, methods, and techniques for the utilization of physical restraint as a protective procedure. The use of reduction-oriented consequence strategies, including the crisis management plan, may not be employed as punishment for the convenience of staff, or as a substitute for an educational program. The policy clearly delineates aversive techniques which are not to be utilized, including corporal punishment, seclusion, serial suspensions, and treatment of a demeaning nature. Behavior interventions are to be based on a functional behavioral assessment and focus on increasing appropriate behavior and decreasing inappropriate behavior.

School-wide positive behavioral supports are also utilized to support students. These are considered supports that promote appropriate student behavior and increased learning for all students. Cornwall-Lebanon partners with Ponessa Associates for school-based behavioral health services. School locations are licensed by the Pennsylvania Department of Public Welfare as mental health clinics. All Cornwall-Lebanon schools are licensed. Therapists employed by T. W. Ponessa & Associates Counseling Services, Inc., hold master's degrees in behavioral-health related fields (psychology, social work, counseling). Clinicians use strengths-based interventions to empower children and adolescents to face the challenges that they experience in their daily living.

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.

There are a very limited number of students that we are unable to find appropriate educational programs to meet their needs and to ensure FAPE due to factors outside of District control. These factors are related to the oversight by the PA Department of Human Services- Office of Mental Health and Substance Abuse Services (OHMSAS) and PerformCare. PerformCare is a managed behavioral healthcare organization. In those instances, these are students with significant behavioral and emotional challenges that are denied mental health treatment in residential facilities due to insurance and programmatic decisions made by those two agencies. When we struggle in scenarios described above, the Cornwall-Lebanon LEA contacts our Pennsylvania Department of Educational Intensive Interagency contact. In other cases in which a district may have challenges locating an appropriate placement, the Child and Adolescent Service System Program (CASSP) has been a supportive resource. CASSP was developed as a collaborative partnership to provide ideas about comprehensive mental health care for children and their families. The Cornwall-Lebanon LEA will participate in inter-agency meetings in person with all stakeholders. The District has one social worker to help children, families and the District work with systems to find support. The social worker is vital to developing support and access for services for some of our neediest students.

Education Interagency Collaboration

IU13: Emotional Support, Autism Support, Multiple Disabilities Support, Center-Based Programs (Emotional, Autism, Dually-Diagnosed), Vision, Hearing, Orientation and Mobility, Job Training, Speech/Occupational/Speech Therapy

Austills: Occupational/Physical Therapy

Yellow Breeches Educational Center

Vista School

New Story

Lebanon County Consortium

Roni Russell, PDE

Potential expansion of continuum of services planned during the life of this plan:

Cornwall-Lebanon School District is considering developing multiple disabilities support (MDS) classrooms from k-21 across our elementary middle and high school levels. The District has been supporting the IU13 in hosting these classrooms for decades and we already have a large portion of the infrastructure needed. We want to ensure that the continuum of MDS services stays within a district for community, district and parent ease. These fragile students should be best served with the least amount of transitions possible.

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.

Current Program Strengths and Highlights

The Cornwall-Lebanon School District delivers services to approximately 750 students with disabilities. The district is proud of the services and supports that we offer to these students. We continue to evaluate our effectiveness and strive to continually improve our delivery of these services. Cornwall-Lebanon is committed to providing a Free and Appropriate Public Education (FAPE). A few highlights of our programming are summarized below.

Autistic Supports and Inclusion

Cornwall-Lebanon offers a full range of inclusion opportunities at all levels for students with disabilities. Of particular note is our model for providing autistic supports that was initiated in 2011-2012. The district created a position titled Autism Facilitator. The autism facilitator position is designed to meet the varied and diverse needs of students with ASD, to support and build the home school connection and develop working relationships with community professionals and agencies. This type of comprehensive support has allowed students with ASD to be educated in the least restricted environment with a variety of supports. In each building, students with ASD have access to sensory materials and activities to regulate their complex sensory systems in order to improve learning. The autism facilitator has provided comprehensive and ongoing training and classroom supports district wide for regular education teachers, special education teachers and support teachers and staff. Autistic support teams have been established in all of the buildings and the autism facilitator meets with these teams on a monthly basis to provide strategies and supports. The autism facilitator has created and developed working relationships with outside agencies and meets regularly with BSC and TSS supports in order to coordinate a comprehensive plan for students with ASD within the school environment. The autism facilitator has also developed community links to local universities in order to provide training in social cognition and to develop college peer mentors for Cornwall-Lebanon School District high school students with ASD. The autism facilitator has worked with speech and language pathologists and special education teachers to create and develop a social cognitive curriculum that is interactive, dynamic and offers a generalization of skills with peers in school and in the community. Supports in social cognition are provided to all district students with ASD from kindergarten through high school graduation; a new community social cognition class has been developed and added for the Cornwall-Lebanon School District students at the Lebanon County Career and Technology Center. Interactive peer activities such as an integrated Lego Club and Drama Club have also been added to the elementary school environment for students with ASD to generalize and further develop their social cognition with peers.

Cornwall-Lebanon School District has developed LS/AS classes that are the first of their type to meet the needs of students with learning disabilities and/or autism. Key areas of need for these students are academic, social, executive functioning and sensory. Our classrooms are designed to provide grade level academics through project based learning. This educational approach supports the development in executive functioning (regulating focus and attention, initiation of task, planning, organization, and interactive problem solving). The speech language therapists work collaboratively with the classrooms to develop social/programmatically communication and support the development of language and self-regulation skills. Each day is stated through gross and fine motor skills. Learning

facilitators provide executive functioning group instruction through the use of play-based activities. Academic skills are through 1:1 direct instruction and small group using a variety of programming based on student needs.

Staff Preparation

Cornwall-Lebanon School District has intentionally formulated a long range plan to increase the professional capacity in the target curriculum areas of reading and writing for staff members across each content area. A comprehensive schedule has been established to consider both K-12 connectedness of curriculum along with grade level specific resources. Professional development has been implemented in Collins Writing, LDC Collaborative, Write Steps, and Eureka Math process in a progressive manner. Specific resources have been deployed with the staff in an effort to maximize efforts and simplify progress monitoring for students during the school year. The use of Edmentum products that include Study Island, Exact Path, and Test Packs have been utilized along with ESGI for primary children to support data collection and professional dialogue about student performance.

Special Education teachers are trained in Learning Focused Schools, differentiated instruction techniques, and other research based strategies and instructional methods. Regular education teachers are also supported in making accommodations and modifications for students with disabilities. Teams of teachers and administrators in each building are trained in Crisis Prevention Intervention and de-escalation techniques to provide a safe environment for all students. A main focus of the special education department is reading and writing instruction, as these skills are infused into all curricular areas. Many programs are utilized including: Reading Street/My Sidewalks, SRA Reading Mastery and Corrective Reading, Visualizing Verbalizing, Project Read, 4-Square Writing, and Framing Your Thoughts along with other research based strategies and interventions. Math instruction is also supported and delivered by special education teachers. The district utilizes a variety of research based strategies. Staff attend training, presentations, work groups through IU13, PaTTAN, State organizations and other agencies to maintain or learn new skills/information.

Technology

The Cornwall-Lebanon School District technology services supports all aspects of the educational process and is dedicated to student success. Technology services provides support to classroom instruction, professional development, administrative operations, and community participation. With innovative and economical solutions, technology services maintains a district wide wireless network, where every staff member and students, second grade through twelfth grade, carry a laptop with access to a plethora of software subscriptions for learning and administration. Through a cooperative mindset, administration, professional staff, and students share documents, notebooks, spreadsheets, and presentations through an effective collaboration

platform. The District tracks student progress and information through a powerful student information system that integrates with our learning management system, assessment management system, and most of our content learning platforms. Our curriculums rely heavily on digital learning platforms that provide personalized learning paths to each student based on individual needs. Technology services concentrates on academic support and technology integration within the classroom.

Our district special education teachers continue to infuse technology into their lessons and instructional practices. Classrooms are provided with updated devices and digital options as they become available. Assistive technology is also an imperative piece of support for students in our program. We utilize assistive technology consultations to best meet all student needs in this area. Examples of assistive technology include but are not limited to: Osmo, Toby, Dynavox, Alpha Smart, Netbooks, Intel Readers Kurzweil, Solo Cowriter, Dragon Speak, iPads, Proloquo2Go. There are also various apps and programs: GoTalk Now, Simplex Spelling, News-O-Matic, Functional Communication System, Expressive Builder, Zones of Regulation, Preposition Builder, Rainbow Sentences, Question Builder, Conversation Builder, Bitsboard, iAnnotate, QuestionIt, I Like Books, Initiating Social Skills, Same Meaning Magic, Mathtopia, Tell Time, Learning Money, Team Umizoomi Math, Sign 4 Me.

Transition

Cornwall-Lebanon School District is committed to providing a comprehensive transition program for our students with disabilities. The goals of our Transition classes are to teach job skills and social awareness, to develop a strong work ethic, to empower our students by gaining and maintaining independence through employment, and to become active and positive additions to the community. We work to identify students' strengths, weaknesses and interests in order to help them determine possible career options. This includes researching the job market, identifying the training programs available in our community, securing agency linkages to adult services, and practicing self-advocacy skills to prepare for transitioning to the work world. The advent of this continuum of services in our district programming has expanded our placement options and LRE decision-making. Job training services are provided to students at the secondary level in a variety of ways. Trainers assist students in accessing jobs, providing support in the work place, attending job and college fairs, job shadowing opportunities, and teaching skills necessary for competitive employment. Trainers also serve as a resource providing assistance to students who need community-based vocational instruction in both volunteer and paid work crew opportunities.

Paraprofessionals

The District is committed to employing highly qualified trained staff to work with students and assist in classrooms. To that end, a handbook was developed in the fall of 2107 detailing training requirements and expectations for those individuals hired to work as special education paraprofessionals. Job descriptions have been reviewed and modifications have been developed.

IEP Writer

Cornwall-Lebanon School District purchased IEP Writer which provides an exceptional platform for the management of special education documents, progress monitoring, and State reporting.

Continuum of Service

The District is committed to reviewing and improving opportunities in the Least Restrictive Environment (LRE) and providing a continuum of services that allows for inclusion to the maximum extent possible. The District has modified our itinerant learning support programming in the elementary and high school to reflect a push-in and or co-teaching model. A team is currently discussing ideas for the middle school and will develop opportunities that look similar to the elementary and high school options. The District has developed itinerant and supplemental learning support, itinerant autistic support, and supplemental and full time emotional support, and full time life skills support in the elementary levels. The secondary levels have itinerant and supplemental learning support, itinerant autistic support, and supplemental and full time emotional support, and full time life skills support. We contract within the County Consortium to provide and use class spots for emotional, autistic, and life skill support classrooms. We contract with IU13, private schools, approved private schools and residential facilities to provide options for students who have an increased level of program support. The variety and option for special education support is exceptional and provides our children and families to receive their education in their home district to the maximum extent possible.

Crisis Prevention Institute (CPI) and Cardio Pulmonary Resuscitation (CPR Trained Staff

All special education staff and administration are trained in de-escalation techniques and nonviolent physical restraints (CPI). Each school in the District has trained staff in CPR and first aid to respond to medical emergencies.

Life Skills

Cornwall-Lebanon School District provides a full-continuum of services targeting life skill needs from age 5-21 within our district program offerings. The continuum includes programming through a K-5 program, 6-8 program, 9-12+ program, Ability-Based Learning, and Work-Based Learning that offer exceptional transition opportunities for our students with disabilities who will soon be graduating. The advent of these services in our district programming has expanded our placement options and LRE decision-making. Further, the district has received training in Continuum of Skills development. The district employs a School Social Worker to assist in the social service decisions

that are typical to a life skills population and transition. The goals of our Transition classes are to teach job skills and social awareness, to develop a strong work ethic, to empower our students by gaining and maintaining independence through employment, and to become active and positive additions to the community. We work to identify students' strengths, weaknesses and interests in order to help them determine possible career options. This includes researching the job market, identifying the training programs available in our community, securing agency linkages to adult services, and practicing self-advocacy skills to prepare for transitioning to the work world.

Programs used to enhance the transition classes include but are not limited to the following:

- IU Job trainers that oversee community based instruction, paid work crews, and part-time paid positions
- Travel & Independence Training – for work, social and self-care
- OVR (Office of Vocational Rehabilitation)
- PAS Program (Promoting Academic Success) this program, sponsored by the Office of Vocational Rehabilitation, is designed to give recommended, identified high school students with cognitive disabilities the opportunity to experience a college-level course while still in high school.
- WIA (Work Investment Act)
- TANF (Temporary Cash Assistance for Needy Families)

Additional in-house programs include but are not limited to:

- PAES curriculum (a work-based, hands-on curriculum that provides training, assessment, exploration, and work behavior development in the five career areas of Business/Marketing, Construction/Industrial, Consumer/Service, Processing/Production and Computer/Technology)
- "The Perch," a transition student run coffee shop
- "The Nest," a Student Council-run school store that employs transition students
- "Falcon Threads" a transition student run clothing shop

The Transition Classes includes:

- full-time teacher
- job-trainer
- para-educators
- job-trainers

Both programs are supported by:

- School Social Worker

- School Psychologist
- Guidance Counselor
- PSS (Pupil Services Specialist)
- Manager of IU job-training services
- MHIDEI services
- WIA services
- OVR services

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Philhaven Hospital Residential Unit	Nonresident	Cornwall-Lebanon School District and IU13	7
Renova Center	Nonresident	Cornwall-Lebanon School District and IU13	1
Lebanon County Correctional Facility	Incarcerated	IU13	5

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Yellow Breeches Educational Center	Other	ES	3
IU13 Fairland Building	Special Education Centers	Center-based ES	6
The Vista School	Approved Private Schools	AS	6
IU13 Community School West	Special Education Centers	Center-based ES	3
New Story	Other	AS, ES	2
Lakemary Center	Out-of-State Schools	LSS, AS, ES	1
IU13 Valley Road	Special Education Centers	Center-based AS Center-based ES	3

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: age range will be within limits during scheduled instructional times.				
Locations:				
Ebenezer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1

Justification: Age ranges will be within limits during scheduled instructional time				
Locations:				
Ebenezer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	1	0.5
Justification: Age ranges will be within limits during scheduled instructional time				
Locations:				
Ebenezer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Age ranges will be within limits during direct service				
Locations:				
Ebenezer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	8	1
Locations:				
Ebenezer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 11	8	1
Locations:				
Ebenezer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: Age ranges will be within limits during instructional time				
Locations:				
Union Canal	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: Age ranges will be within limits during instruction				
Locations:				
Union Canal	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Age ranges will be within limits during direct service				
Locations:				
Union Canal	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016

Reason for the proposed change: A change of environment would be good for teachers and staff. The class has been there for over 20 years. Sometimes change is needed to move forward.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	20	1
Locations:				
Cornwall Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: Age range will be within limits for scheduled instruction time				
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1

Justification: Age range will be within limits for scheduled instruction				
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: Age range will be within limits for scheduled instruction				
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: Age range will be within limits for scheduled instruction				
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Age range will be within limits for direct service				
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	12	1
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 11	12	1
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* New Class**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	12	1
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	8	1
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	8	1
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: Agr ranges within limits for scheduled instruction				
Locations:				
Cornwall	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: Age ranges within limits for scheduled instruction				
Locations:				
Cornwall	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Age ranges within limits for direct service				
Locations:				
Cornwall	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #25

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1

Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	20	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 14	15	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* School District

PROGRAM DETAILS*Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	33	0.5
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				

Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #38*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #40*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #41*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #42*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	20	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #43*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	20	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #44*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	20	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #45*Operator:* School District

PROGRAM DETAILS*Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	20	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #46*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	32	0.5
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #47*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	14 to 18	8	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #48*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	17 to 21	8	1
Locations:				

Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #50*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 18	6	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #51*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 26, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 21	12	1
Justification: The Age Range will be addressed in the IEP for each individual whom the team believes the program is appropriate for.				
Locations:				
Cedar Crest High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #52*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 31, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	12	1
Locations:				
Union Canal Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #53*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	12	1
Locations:				
Ebenezer Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #54

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	11 to 14	6	1
Locations:				
Cedar Crest Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #55

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: The IU could not find a fair share classroom for MDS within the other County schools so we agreed but had to switch their location for the IU ES class to Union Canal to make room for the MDS class.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 8	8	1
Locations:				
Union Canal Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Pupil Services	District	1
Pupil Services Specialist	Middle and High Schools	1
Pupil Services Specialist	Elementary	1
Psychologist	Cornwall Elementary	1
Psychologist	Union Canal Elementary	1

Psychologist	South Lebanon Elementary	1
Psychologist	Ebenezer Elementary	1
Psychologist	Elementary	1
Psychologist	Middle and High Schools	1
Social Worker	District	1
Speech Language Pathologist	Cornwall Elementary	1
Speech Language Pathologist	Union Canal Elementary	1
Speech Language Pathologist	Ebenezer Elementary	1
Speech Language Pathologist	South Lebanon Elementary	1
Speech Language Pathologist	Middle and High Schools	1
Autism Facilitator	District	0.75
Paraprofessionals and PCAs	District	41

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
OT	Outside Contractor	3 Days
OT	Outside Contractor	5 Days
PT	Outside Contractor	3 Days
Emotional Support Group Counseling	Outside Contractor	6 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs. 100% of special education teachers who work with students with autism will receive training via workshop, consultation, or informational packet. 100% of regular education teachers who work with students with autism will receive information via consultation or informational packet regarding successful intervention and instructional strategies.
Person Responsible	Supervisor of Pupil Services
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	20
Provider	Autism Facilitator, Speech Language Pathologist, Psychologist
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Live Webinar Podcast
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (K - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities
Evaluation Methods	Participant survey

Behavior Support

Description	Administrators, psychologists, and teachers will attend workshops and conferences to further develop skills in the area of positive behavioral supports. The district will continue to develop programming around the strategies and concepts learned in these workshops. All special education staff, other identified staff and administrators will be CPI certified. Training will be kept updated with a refresher course every three years.
Person Responsible	Supervisor of Pupil Services
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	4.0
# of Sessions	1

# of Participants Per Session	20
Provider	District, IU, PaTTAN, Professional Membership Agency
Provider Type	IU, School Entity, State, Professional
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	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	LEA Whole Group Presentation Live Webinar Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (K - grade 5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Participant survey

Paraprofessional

Description	100% of paraprofessionals employed by Cornwall-Lebanon School District have achieved competency in the Pennsylvania standards for special education paraprofessionals. 100% of paraprofessionals and personal care assistants will be provided 20 hours of in-service training to support students with special needs, as appropriate to their current work assignment.
Person Responsible	Supervisor of Pupil Services
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	5
# of Participants Per Session	41
Provider	IU, Cornwall-Lebanon School District, PaTTAN
Provider Type	IU, School Entity, State
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	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
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
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (K - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Participant survey

Reading NCLB #1

Description	<p>Beginning in the second half of the 2018-2019 school year the Cornwall-Lebanon School District entered a professional relationship with Edmentum with the goal to make learning more impactful and to improve student achievement. In an effort to make it easier for educators to individualize learning for every student through a simple electronic resource, actionable data, quality content, and targeted staff development, each student will be assessed with a diagnostic evaluative tool at the beginning of the school year that determines Individual Student Learning Paths.</p> <p>Student progress will be monitored on both an individual basis and as part of a grade level cohort measured at regularly scheduled intervals during the year with both the diagnostic tool and a grade level Benchmark. This tool will serve the district as the assessment companion to support achievement on the Pennsylvania Core Standards on the annual PSSA exam. The building level teams will improve individual assessment and enhance progress monitoring by measuring growth within a students' Individual Learning Path along with PVAAS reporting. The PSSA and Keystone academic achievement in language arts and math will improve at a statistically significant level when applying a two-tailed t-test with $p < .05$.</p>
Person Responsible	Directors of Elementary and Secondary Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Teacher Induction, Special Education, Educational Technology

Professional Development Details

Hours Per Session	6
# of Sessions	6
# of Participants Per Session	350
Provider	Cornwall-Lebanon School District
Provider Type	School Entity

PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Asst Supts</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
Grade Levels	Elementary - Primary (K - grade 1)

	<p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>PVAAS Data</p>

Transition

Description	<p>The transition coordinator will attend a workshop when offered during the school year in order to increase strategies related to transition services at either IU 13 or PaTTAN. The transition coordinator will then share the learned strategies with special education staff within a department meeting.</p> <p>All parents will be given the opportunity to attend free trainings and information sessions through the Transition Coordinating Council of IU 13 per topic of interest. Teachers will provide the information through mailings and IEP meetings. Update on the School District website as new information is received.</p>
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Person Responsible	Supervisor of Pupil Services
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	5
# of Participants Per Session	2
Provider	School Entity
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	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
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
Participant Roles	Classroom teachers Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion
Evaluation Methods	Participant survey

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

