

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 1117
School District Total Student Enrollment 4951
Percent of Students Receiving Special Education 22.6

Steering Committee

Name	Position/Role	Building	Email
Jessica Evans	Director of Special Education	Lebanon SD	jevans@lebanon.k12.pa.us
Danielle Palardy	Other	Lebanon SD	dpalardy@lebanon.k12.pa.us
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Randy Lattis	Other	Lebanon SD	rlattis@lebanon.k12.pa.us
Melissa Sauer	General Education Teacher	Houck El Sch	msauer@lebanon.k12.pa.us
Emily Miller	Special Education Teacher	Lebanon MS	emiller@lebanon.k12.pa.us
Daniel Gruber	Other	Lebanon SD	dgruber@lebanon.k12.pa.us
Joshua Coatsworth	Other	Lebanon SD	jcoatsworth@lebanon.k12.pa.us
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Molly Lucas	General Education Teacher	Lebanon MS	mlucas@lebanon.k12.pa.us
Robert Nordall	Building Principal	Lebanon SHS	rnordall@lebanon.k12.pa.us
Jessa Williams	Parent	Lebanon MS	
Mary Garrett-Giovino	Special Education Teacher	Houck El Sch	mgarrett-giovino@lebanon.k12.pa.us

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Improvement and Planning Activity
Implementation of MTSS to provide academic and behavioral interventions to all students at all levels.
Continued use of Check and Connect at the high school level. This provides at-risk students with a mentor who checks-in on grades, attendance, and behavior. This also provides these students with a positive adult relationship in the building, thus creating a positive adult influence in their lives.
Introduction of career academies at the high school. This program will provide career-specific programming for all students. Smaller learning communities within a large high school environment are created and focused learning is enabled.

Drop Out (Indicator 2)

Improvement and Planning Activity
Monthly student support meetings to analyze data with transition coordinator, special education social worker, and Board Certified Behavior Analyst (BCBA) to help drive outcomes for programming, staff, and students.
Implementation of career academics at the high school level. These career-specific, small learning communities have been shown to reduce high school drop out rates and increase high school graduation rates. They allow students to choose courses based on their desired career paths.
Continued implementation of ninth-grade academy. This program provides all ninth grade students with a mentor. All ninth grade students are teamed in one area of the high school building. Students are closely monitored by their mentor and provided with individualized assistance based on attendance, grades, and behavior. This program has been shown to improve the drop out rate.
We seek alternatives to retention starting at the kindergarten level for students who are low performing due to the strong research which indicates retention increases drop out rates.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)
The LEA is an active participant in each IEP meeting to determine beneficial programming and to establish a collaborative relationship to ensure successful student outcomes.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
The collaboration between the district and 1306 facilities ensures that the students are receiving FAPE and also ensures that the students are educated in the least restrictive environment. To ensure a successful transition back to school, the 1306 facility team as well as the district team ensure a mutual investment to breakdown any potential barriers there may be under Section 1306 when transitioning the student back to the district.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. 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).

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

According to our most recent Special Education Data Report, the LEA is comparable with the state average of providing services to students with an IEP, in the subcategory of time spent in the regular education classroom 80% or more of the day. It is important to recognize in the subcategory of "SE in other settings," the LEA falls below the state reported average, by two tenths of a percentage point. Based on the Special Education Data reporting sheet, it does appear that we are above the state reported average for students inside the regular education classroom 40% or less of the school day. However, it is important to note that we, as the LEA, feel strongly that it is more important to address the student's academic and social/emotional needs and place appropriately. Although the LEA's percentage is not commensurate to the state percentage, it is essential to note that prior to placing the students into that category, we, as the LEA, provide for trial runs to determine the appropriateness of this placement, before modifying a student's entire schedule.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The Lebanon School District begins the intervention process within each classroom, in each district building, through a variety of teaching strategies. Data is then collected by each individual teacher multiple times throughout the year. If at any time, students are exhibiting continued concerns in the areas of academics and/or behaviors, the students are referred to the building's Student Support Team (SST). The SST collects data from home and school to review and revise (if needed) interventions conducted in the classroom. This data is used to monitor student progress in regular education for students who are at-risk. Teamwork with and among the buildings is essential as students often move and switch elementary buildings within the district over their academic career. If the SST determines that a student is not responding to interventions, a referral is sent to the special education department for an evaluation. At the elementary level, ARC (American Reading Company) is used to provide standards based data in order to appropriately determine and assign reading levels for students. Using the baseline information, it allows for teachers to have access to a "blueprint" in order to support students with reading on grade level. Utilizing the scope and sequence set forth in ARC, it assists the teacher in creating flexible grouping for individualized interventions and helps to enhance the reading instruction the teacher provides daily. As a district, the Second Step Curriculum is utilized to help address the social/emotional needs of our student population. Throughout the district, the Student Assistance Program and School Based Counseling are set up in each building to support the evolving needs of all students. The LEA, in collaboration with the Community in the Schools Program, provides support to students and their families, in order to ensure that the "whole child" is championed, academically, physically, and emotionally. In conjunction with representatives from the Community in the Schools Program, the district SAIP liaisons (School Attendance Improvement Plan), work with students and their families to develop a plan to improve school attendance. Offering these services allows for the LEA to involve many stakeholders in implementing these universal practices, to ensure that any student who needs accommodations to be successful in their learning environment, they are provided such opportunities.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The LEA collaborates with the Lancaster Lebanon IU, to provide a wide range of services and support to the entire school faculty. One of the supports offered is through their TaC (Training and Consultation Team) Team. This team provides information and customized training/consultations via workshops and/or on-site, in the areas of Assistive Technology, Autism, Inclusive Practices, Behavior, Transition,

Academics, and Interagency Coordination/Trauma Informed Practices. Many times throughout the academic year, these supports are initiated and through collaboration, enhance the learning experience for students. Across all district buildings, the LEA allows for an IEP team to support students in a variety of learning environments through the use of “trial-runs.” Offering this opportunity helps assist the IEP team with appropriate and meaningful academic placement of students. Upon completion of the trial run, and a change in academic programming is warranted, the IEP team convenes to make any necessary changes and revisions to the student’s paperwork. The Lebanon School District continues to implement a Learning Focused Schools model in every classroom. This model focuses on continued school improvement while emphasizing the latest research in education, the brain, learning styles, and instructional practices. Teachers throughout the district train each other on implementing this powerful tool in the classroom. When this tool is used, it helps to program academically to allow success for all learners in the classroom. The district also utilizes training from the TaC team through IU-13 to inform all staff on inclusionary practices. This training helps to provide useful information to teachers across the district on the successful inclusion of all students in the general education classroom and curriculum.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

Students with disabilities are provided with the opportunity for meaningful participation in extracurricular activities. The Lebanon School District utilizes a variety of supplementary aids and services based on the individual student’s needs as determined by the IEP team. Some examples of supplementary aids and services available are: paraprofessional support, social and emotional instruction, behavior support from a BCBA, collaboration between IEP team members, assistive technology, and social skills training. The examples provided are not an exhaustive list of the supplementary aides and services used.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

The Lebanon School District has a procedure to follow when a student with a disability is placed in a private institution. A member of the Special Education Administration Team (the Director or a Supervisor) participates in an intake meeting for the student and any meetings that follow the intake meeting. During the intake meeting, consideration is always given to the least restrictive environment and an environment with non-disabled peers. Additionally, data is collected during the student’s time in the private institution and reviewed. Meetings are held and, when appropriate, discussion regarding a least restrictive environment is discussed. In regards to extracurricular activities, students are always encouraged to participate in district lead extracurricular activities. These discussions occur during the IEP meetings.

6. Discuss the district’s need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The Lebanon School District continues to monitor the need for additional programs and services in an effort to provide a continuum of services within the district. The school district currently provides educational services to students with disabilities within their Least Restrictive Environment as determined by the student’s IEP team based on their individual needs. The district maintains a continuum of supports and services that meet the learning and behavioral needs of students. Learning Support services, Speech and Language Therapy, Occupational Therapy, Physical Therapy, and Itinerant Autistic Support are provided in all buildings across the district. There are Emotional Support Programs, Autistic Support Programs, and Life Skills Support Programs available from K-12 in various district buildings. When considering the out of district placement chart, Lebanon School District can expand programs and services by continuing to review individual students who are

ready to return back to district and ensuring that the necessary supports are in place to be sure the transition is successful. Lebanon School District is always looking for ways to provide more in-district supports and services and to prevent, as much as possible, out of district placements. Collaboration with the IU13 TaC (Training and Consultation) team to provide training to staff on the following topics: Inclusion, Crisis Prevention, Social and Emotional Learning, Behavior, and Autism training (specifically, ABA programming) has been helpful with this initiative. The district will also continue to work with the short-term training program provided by PaTTAN to work with the Emotional Support staff to provide a more robust program and service. The district will also work with TaC consultants to continue ABA training in the Autistic Support classrooms. Finally, the district BCBA provides support and training to staff year round in behavior supports. The BCBA also helps to develop and implement Positive Behavior Support Plans. Of course, there are some instances where a student’s needs are more complex and require more support than the district can currently provide. When this happens, the IEP team works with an appropriate outside placement to ensure the student receives the most appropriate support in the least restrictive environment.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
IU 13 Cedar Crest High School-IU13	Other	IU classroom in high school	Intermediate Unit 13	Multiple Disabilities Support	2
IU 13 South Lebanon Elementary-MDS	Other	IU classroom in elementary school	Intermediate Unit 13	Multiple Disabilities Support	5
IU 13 Cedar Crest Middle School-MDS	Other	IU classroom in Middle School	Intermediate Unit 13	Multiple Disabilities Support	1
IU 13 Baron Elementary	Other	IU classroom in elementary school	Intermediate Unit 13	Deaf and Hard of Hearing Support	1
IU 13 Warwick Middle School	Other	IU classroom in elementary school	Intermediate Unit 13	Deaf and Hard of Hearing Support	1
IU 13 John Beck Elementary	Other	IU classroom in elementary school	Intermediate Unit 13	Deaf and Hard of Hearing Support	1
IU 13 Northwest Elementary	Other	IU classroom in Elementary School	Intermediate Unit 13	Emotional Support	4

IU 13 ELCO Intermediate-ES	Other	IU-13 Emotional Support Classroom	Intermediate Unit 13	Emotional Support	2
IU 13 Jackson Elementary-ES	Other	IU-13 Emotional Support	Intermediate Unit 13	Emotional Support	1
Central Education Center	Other	Special Education Center	Intermediate Unit 13	Emotional Support	11
Community School West	Other	Special Education Center	Intermediate Unit 13	Emotional Support	1
IU 13 Lebanon High School	Other	Intermediate Unit-Autistic Support	Intermediate Unit 13	Autistic Support	6
IU 13 Lebanon Middle School	Other	Intermediate Unit Autistic Support	Intermediate Unit 13	Autistic Support	1
IU 13 Palmyra Middle School	Other	Intermediate Unit Autistic Support	Intermediate Unit 13	Autistic Support	1
IU 13 Pine Street Elementary	Other	Intermediate Unit Autistic Support Classroom	Intermediate Unit 13	Autistic Support	2
IU 13 Northside Elementary	Other	Intermediate Unit Autistic Support	Intermediate Unit 13	Autistic Support	4
Central Education Center	Other	Special Education Center	Intermediate Unit 13	Autistic Support	3
New Story	Licensed Private Academic		New Story Schools	Autistic Support	7
New Story	Licensed Private Academic		New Story Schools	Emotional Support	1
Vista School	Approved Private School (APS)		Vista School	Autistic Support	3
Yellow Breeches Education Center	Approved Private School (APS)		Yellow Breeches	Emotional Support	9
IU 13 School to Work	Other	Intermediate Unit School To Work	Intermediate Unit 13	Life Skills Support	3

Positive Behavior Support

Date of Approval

1994-07-18

Uploaded Files

113.2-Behavior-Supports-2021.pdf

1. How does the district support the emotional, social needs of students with disabilities?

The district currently utilizes a social-emotional learning program district-wide to address the emotional and social needs of students. The lessons are incorporated as a preventative strategy for all students, including those with disabilities. Students identified as having emotional/behavioral needs are provided with an Affective Education curriculum taught by special education staff and our social worker. Other valuable programs that can be provided to students are school-based counseling services through an agreement with either Pennsylvania Counseling Services or WellSpan as well as the after school WellSpan/Philhaven program. The district Board-Certified Behavior Analyst (BCBA) consults with IEP teams in an on-going manner to help support students, teachers, and families to ensure that the emotional and social needs of students with disabilities are being met in the most appropriate way and to also promote student success. In addition, the district Special Education Supervisors, along with the BCBA have created a process for revising Functional Behavioral Support Plans as needed to help influence more current and effective Positive Behavior Support Plans that contain prioritized behavioral goals directly related to the needs of the student. Ongoing training is provided to special education staff in the implementation of these plans as well.

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.

Various trainings are provided to staff throughout each school year. The district Board-Certified Behavior Analyst (BCBA) provides trainings to individual teams of teachers that is individualized based on the student. The team is provided with training on the following: implementation of the Positive Behavior Support Plan (PBSP), rates of reinforcement, determining what is reinforcing to the student, data collection, responding to behaviors that require intervention, antecedent/prevention strategies, replacement behaviors, and function-based interventions. The BCBA is also one of three in-district Non-Violent Crisis Intervention instructors. He, along with the other two instructors, provide several trainings throughout the year. This training allows the Lebanon School District to build upon the number of people who are able to respond to behaviors around each building that may require immediate intervention. The purpose of this training is to provide staff de-escalation and behavior management techniques. The Special Education Administrative Staff also meet with staff monthly and behavior supports are often a topic of discussion. The special education supervisors review PBSPs with teachers often and determine the effectiveness of these plans through data review and revise when necessary. The district also works closely with the IU Training and Consultation Team to provide training in specialized topics when necessary. Finally, when PaTTAN trainings are announced, they are shared and encouraged amongst staff.

3. Describe the district positive school wide support programs.

Lebanon School District currently implements PBIS in all district buildings. The goal of doing this is to promote a positive school environment

where all students succeed. The three focus areas are: Be Respectful, Be Responsible, Be Safe. Each individual building has developed what each one of those focus areas looks like in their building. When students exhibit those characteristics, they are provided with a positive token, which eventually can “buy” a reinforcer. The district is moving onto the next step of this program, which will be classroom systems that mirror those of the building programs. Each building has a core PBIS team which meets monthly. During these monthly meetings, data is reviewed to determine what is working well within the program and what needs to be modified. At the end of each marking period, the team reviews student data and rewards those who earn it with a large incentive such as: a special building concert, pizza party, movie, outside obstacle course, etc.

4. Describe the district school-based behavior health services.

Currently, the Lebanon School District has a school counselor at each elementary school, three school counselors at the middle school, and four school counselors at the high school. There are also four school psychologists for the district, one Board-Certified Behavior Analyst, three family involvement coordinators, and one special education Social Worker. The special education social worker provides lessons to some of the special education classes that focus on social skills and responsible behavior. She also works with individual students (if this service is written into the IEP). The special education social worker also works with families to provide support on locating services outside of the school, such as mental health services, doctors, dentists, etc. The district also has an agreement with Pennsylvania Counseling and WellSpan to provide school-based counseling services with parental consent. This is a resource that has been very helpful for many of our families over the years. The High School also utilizes the Check and Connect Program, which is an intervention for students who show disengagement with school and at-risk behavior for dropping out.

5. Describe the district restraint procedure.

Lebanon School District believes that behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students are free from the unreasonable use of restraints. The use of restraints are considered a measure of last resort and are used after verbal de-escalation efforts have failed and the student continues to pose an immediate risk of harm to self or others. If a restraint is deemed necessary to keep students and staff safe, trained staff restrain the student for the minimum amount of time needed in order to de-escalate the situation. The staff member/members who conduct restraints are trained in Non-Violent Crisis Intervention through the Crisis Prevention Institute. The district’s procedure on restraints is as follows: The district immediately informs the parent/guardian of the restraint, an IEP meeting is scheduled (parent has the option to waive the meeting), meeting is held within ten days of the restraint, at the meeting the student’s IEP is discussed and any possible changes to the plan are examined, then the restraint is logged in the RISC system.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The Lebanon School District follows the current process when working with students who are at risk of waiting more than 30 days for an appropriate educational placement. An IEP meeting is held to discuss programming needs of the child. The team discusses current programming options to determine which available option can best meet the student's need to ensure FAPE for the child. The team will then reach out to other agencies, such as IU13, to gather additional resources to provide the appropriate programming. Simultaneously, the district will also complete an Intensive Interagency Coordination form and participate in a CASSP meeting for the student. Through these channels, the intent would be that an appropriate placement would be reached for the student. The district partners with many agencies to support students, including, but not limited to, Intermediate Unit 13, Behavioral Health Services, WellSpan/Philhaven, PA Counseling, and PaTTAN.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
51	Elementary	Full-time (1.0)	03/09/2023 04:03 PM

Building Name		
Northwest El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
50	Multiple	Full-time (1.0)	03/09/2023 02:57 PM

Building Name		
Northwest El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are serviced with same age peers		0.51

Building Name		
Southwest El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are serviced with same age peers		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
49	Secondary	Full-time (1.0)	03/09/2023 11:09 AM

Building Name		
Lebanon SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18

Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
48	Secondary	Full-time (1.0)	03/09/2023 11:07 AM

Building Name		
Lebanon SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Some students remain until age 21. Age waivers are signed.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
47	Secondary	Full-time (1.0)	03/09/2023 11:07 AM

Building Name		
Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
46	Multiple	Full-time (1.0)	03/03/2023 03:42 PM

Building Name		
Lebanon SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

Building Name		
Harding El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are provided support with same-age peers.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
45	Secondary	Full-time (1.0)	03/03/2023 03:37 PM

Building Name	
Lebanon SHS	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	65
Identify Classroom	Classroom Location Age Range
School District	Secondary 15 to 18
Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
44	Secondary	Full-time (1.0)	03/03/2023 03:36 PM

Building Name
Lebanon MS

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
43	Elementary	Full-time (1.0)	03/03/2023 03:35 PM

Building Name		
Northwest El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are provided support with same-age peers.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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42	Elementary	Full-time (1.0)	03/03/2023 03:34 PM
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Building Name		
Southeast El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are provided support with same-age peers.		0.51

Building Name		
Southwest El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are provided support with same-age peers.		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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41	Elementary	Full-time (1.0)	03/03/2023 03:32 PM
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Building Name		
Harding El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are provided support with same-age peers.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
40	Elementary	Full-time (1.0)	03/03/2023 03:31 PM

Building Name		
Houck El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12

Age Range Justification	FTE %
Students are provided support with same-age peers.	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
39	Elementary	Full-time (1.0)	03/09/2023 02:58 PM

Building Name		
Southwest El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Age waivers are signed.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
38	Elementary	Full-time (1.0)	03/03/2023 03:28 PM

Building Name		
Northwest El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
37	Elementary	Full-time (1.0)	03/03/2023 03:28 PM

Building Name		
Northwest El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
36	Elementary	Full-time (1.0)	03/03/2023 03:27 PM

Building Name

Houck El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
35	Elementary	Full-time (1.0)	03/03/2023 03:26 PM

Building Name		
Houck El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
34	Elementary	Full-time (1.0)	03/03/2023 03:25 PM

Building Name		
Houck El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
33	Elementary	Full-time (1.0)	03/03/2023 03:24 PM

Building Name		
Houck El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %

Students are provided support with same-age peers.	1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
32	Elementary	Full-time (1.0)	03/03/2023 03:23 PM

Building Name		
Harding El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are provided support with same-age peers.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
31	Elementary	Full-time (1.0)	03/03/2023 03:22 PM

Building Name		
Northwest El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are provided support with same-age peers.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
30	Elementary	Full-time (1.0)	03/03/2023 03:21 PM

Building Name		
Southeast El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are provided support with same-age peers.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
29	Elementary	Full-time (1.0)	03/03/2023 03:17 PM

Building Name

Houck El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are provided support with same-age peers.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
28	Elementary	Full-time (1.0)	03/03/2023 03:15 PM

Building Name		
Southwest El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are provided support with same-age peers.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
27	Elementary	Full-time (1.0)	03/03/2023 03:14 PM

Building Name		
Northwest El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are provided support with same-age peers.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
26	Elementary	Full-time (1.0)	03/03/2023 03:14 PM

Building Name		
Harding El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %

Students are provided support with same-age peers.	1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25	Elementary	Full-time (1.0)	03/03/2023 02:47 PM

Building Name	
Harding El Sch	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load
Full-Time (80% or More)	12
Identify Classroom	Classroom Location
School District	Elementary
Age Range	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24	Elementary	Full-time (1.0)	03/09/2023 02:53 PM

Building Name	
Harding El Sch	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	

Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23	Secondary	Full-time (1.0)	03/03/2023 02:40 PM

Building Name		
Lebanon MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22	Secondary	Full-time (1.0)	03/03/2023 02:40 PM

Building Name		
Lebanon MS		

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.87

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21	Secondary	Full-time (1.0)	03/03/2023 02:39 PM

Building Name		
Lebanon MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.87

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20	Secondary	Full-time (1.0)	03/03/2023 02:37 PM

Building Name		
Lebanon MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Secondary	Full-time (1.0)	03/08/2023 02:58 PM

Building Name		
Lebanon MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Secondary	Full-time (1.0)	03/03/2023 02:34 PM

Building Name	
Lebanon MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	50
Identify Classroom	Classroom Location Age Range
School District	Secondary 12 to 14
Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Secondary	Full-time (1.0)	03/03/2023 02:34 PM

Building Name	
Lebanon MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Secondary	Full-time (1.0)	03/03/2023 02:31 PM

Building Name	
Lebanon MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	50
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Secondary	Full-time (1.0)	03/03/2023 02:23 PM

Building Name
Lebanon MS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Secondary	Full-time (1.0)	03/03/2023 02:21 PM

Building Name		
Lebanon MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Secondary	Full-time (1.0)	03/03/2023 02:20 PM

Building Name		
Lebanon MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Secondary	Full-time (1.0)	03/03/2023 02:13 PM

Building Name		
Lebanon SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %

	1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11	Secondary	Full-time (1.0)	03/08/2023 02:58 PM

Building Name	
Lebanon SHS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load
Full-Time (80% or More)	12
Identify Classroom	Classroom Location
School District	Secondary
Age Range	Age Range
	15 to 18
Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Secondary	Full-time (1.0)	03/02/2023 10:16 AM

Building Name	
Lebanon SHS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades 7-12)	
Level of Support	Case Load

Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Secondary	Full-time (1.0)	03/02/2023 10:14 AM

Building Name		
Lebanon SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Some students remain in school until age 21. Age waivers are signed.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Secondary	Full-time (1.0)	03/02/2023 09:31 AM

Building Name

Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Secondary	Full-time (1.0)	03/02/2023 09:31 AM

Building Name		
Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Secondary	Full-time (1.0)	03/02/2023 09:30 AM

Building Name		
Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Secondary	Full-time (1.0)	03/02/2023 09:29 AM

Building Name		
Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Secondary	Full-time (1.0)	03/02/2023 09:28 AM

Building Name		
Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Secondary	Full-time (1.0)	03/02/2023 09:27 AM

Building Name		
Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Secondary	Full-time (1.0)	03/02/2023 09:17 AM

Building Name	
Lebanon SHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	20
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Secondary	Full-time (1.0)	03/02/2023 09:16 AM

Building Name	
Lebanon SHS	
Support Type	
Learning Support	

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		1

Special Education Facilities

Building Name		Room #
Lebanon SHS		L206
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 33 feet, 6 inches	837sqft	29
Implementation Date		
2020-08-31		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon SHS		L207
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 33 feet, 6 inches	837sqft	29
Implementation Date		
2016-07-01		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon SHS		L106
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 33 feet, 6 inches	837sqft	29
Implementation Date		
2016-07-01		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon SHS		L225
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2019-10-26		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon SHS		L211
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 33 feet, 6 inches	837sqft	29
Implementation Date		
2018-08-21		
Uploaded Files		

5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon SHS		L109
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 33 feet, 0 inches	858sqft	30
Implementation Date		
2016-07-01		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name	Room #
Lebanon SHS	A245

School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 33 feet, 6 inches	837sqft	29
Implementation Date		
2016-07-01		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon SHS		A244
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 33 feet, 6 inches	837sqft	29
Implementation Date		
2016-07-01		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No
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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon SHS		L104
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 25 feet, 0 inches	625sqft	22
Implementation Date		
2022-08-01		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon SHS		L105
School Building		Building Description
Senior High		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 25 feet, 0 inches	625sqft	22
Implementation Date		
2018-08-21		
Uploaded Files		

10 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon SHS		L102
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 33 feet, 0 inches	825sqft	29
Implementation Date		
2016-07-01		
Uploaded Files		

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon MS		208
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 6 inches x 27 feet, 0 inches	661sqft	23
Implementation Date		
2016-07-01		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon MS		203
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 31 feet, 6 inches	693sqft	24

Implementation Date
2018-01-08
Uploaded Files

13 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon MS		204
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 31 feet, 6 inches	693sqft	24
Implementation Date		
2016-07-01		
Uploaded Files		

14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	

The class is composed of at least 28 square feet per student	Yes	
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Building Name		Room #
Lebanon MS		Team Room 2
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 20 feet, 0 inches	320sqft	11
Implementation Date		
2018-08-21		
Uploaded Files		

15Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon MS		107
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 40 feet, 0 inches	1080sqft	38
Implementation Date		
2016-07-01		

Uploaded Files

16 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon MS		105B
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 24 feet, 0 inches	528sqft	18
Implementation Date		
2016-07-01		
Uploaded Files		

17 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon MS		301
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2016-07-01		
Uploaded Files		

18Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon MS		106
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 47 feet, 0 inches	1034sqft	36
Implementation Date		
2017-08-23		
Uploaded Files		

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19 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon MS		229
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 24 feet, 0 inches	456sqft	16
Implementation Date		
2016-08-29		
Uploaded Files		

20 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lebanon MS		MS Speech Room
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 6 inches x 20 feet, 0 inches	270sqft	9
Implementation Date		
2018-08-21		
Uploaded Files		

21Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Harding El Sch		315
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 22 feet, 0 inches	484sqft	17
Implementation Date		
2016-07-01		
Uploaded Files		

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22Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Harding El Sch		319
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 22 feet, 0 inches	484sqft	17
Implementation Date		
2016-07-01		
Uploaded Files		

23Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Harding El Sch		306
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 6 inches x 36 feet, 0 inches	774sqft	27
Implementation Date		
2016-07-01		
Uploaded Files		

24Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Harding El Sch		B02
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 6 inches x 47 feet, 0 inches	634sqft	22
Implementation Date		
2016-07-01		
Uploaded Files		

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25 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Harding El Sch		205
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 6 inches x 36 feet, 0 inches	774sqft	27
Implementation Date		
2018-08-06		
Uploaded Files		

26 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Houck El Sch		001
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 26 feet, 6 inches	636sqft	22
Implementation Date		
2018-08-06		
Uploaded Files		

27Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Houck El Sch		107
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 23 feet, 6 inches	693sqft	24
Implementation Date		
2016-07-01		
Uploaded Files		

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28 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Houck El Sch		101
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 6 inches x 29 feet, 6 inches	693sqft	24
Implementation Date		
2016-07-01		
Uploaded Files		

29 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Houck El Sch		007
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 16 feet, 0 inches	192sqft	6
Implementation Date		
2016-07-01		
Uploaded Files		

30Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Houck El Sch		106
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 26 feet, 0 inches	624sqft	22
Implementation Date		
2016-07-01		
Uploaded Files		

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31 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Houck El Sch		5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 28 feet, 6 inches	655sqft	23
Implementation Date		
2022-08-22		
Uploaded Files		

32 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Southwest El Sch		111
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 35 feet, 0 inches	875sqft	31
Implementation Date		
2016-07-01		
Uploaded Files		

33Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Southwest El Sch		110
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 4 inches x 36 feet, 0 inches	696sqft	24
Implementation Date		
2014-08-25		
Uploaded Files		

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34 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Southeast El Sch		114
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 15 feet, 0 inches	382sqft	13
Implementation Date		
2019-10-26		
Uploaded Files		

35 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Southeast El Sch		Speech
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 6 inches x 15 feet, 6 inches	240sqft	8
Implementation Date		
2016-07-01		
Uploaded Files		

36Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northwest El Sch		LS 4
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 6 inches x 37 feet, 6 inches	731sqft	26
Implementation Date		
2018-08-06		
Uploaded Files		

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37 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northwest El Sch		Speech
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 12 feet, 0 inches	120sqft	4
Implementation Date		
2018-08-06		
Uploaded Files		

38 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northwest El Sch		AS-1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 42 feet, 0 inches	966sqft	34
Implementation Date		
2018-08-06		
Uploaded Files		

39Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northwest El Sch		AS-2
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 33 feet, 0 inches	990sqft	35
Implementation Date		
2018-08-06		
Uploaded Files		

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40Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northwest El Sch		LS 3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 34 feet, 0 inches	714sqft	25
Implementation Date		
2018-08-06		
Uploaded Files		

41Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northwest El Sch		AS 3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 35 feet, 0 inches	700sqft	25
Implementation Date		
2022-08-22		
Uploaded Files		

42Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

43Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	2	District Wide	District
School Psychologist	4	District Wide	District
Paraprofessionals	35	District Wide	District
Other	18	District Wide	District
Social Worker	1	District Wide	District
Behavior Specialist	1	District Wide	District
Occupational Therapist	1	District Wide	District
Transition Coordinator	1	District Wide	District
Physical Therapist	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Verbal Behavior Training and In-Class Consultation			
Lead Person/Position		Year of Training	
IU13 TaC			
Hours Per Training	Number of Sessions	Provider	Audience
6	9	District Intermediate Unit PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Supporting Students with Autism - Department Meeting Session			
Lead Person/Position		Year of Training	
Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
.5	6	District	Paraprofessionals Special Education Teachers

Description of Training			
Supporting Students with Autism - Team Meeting Sessions			
Lead Person/Position			Year of Training
Director of Special Education, Supervisor of Special Education, Itinerant Autistic Support Teachers			
Hours Per Training	Number of Sessions		Provider Audience
1	2		District General Education Teachers

Description of Training			
Supporting Students with Autism and In-Class Consultation			

Lead Person/Position		Year of Training	
Director of Special Education, Supervisor of Special Education, Itinerant Autistic Support Teachers			
Hours Per Training	Number of Sessions	Provider	Audience
.5	4	District	Building Administrators General Education Teachers Paraprofessionals

Description of Training			
Itinerant Autistic Support Providers will consult with staff as needed for individual cases			
Lead Person/Position		Year of Training	
Itinerant Autistic Support staff			
Hours Per Training	Number of Sessions	Provider	Audience
on-going	on-going	District	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
CPI - Nonviolent Crisis Intervention			
Lead Person/Position		Year of Training	
District CPI Trainers			
Hours Per Training	Number of Sessions	Provider	Audience
8	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Behavior Support and Intervention - Special Education Emotional Support Department Meetings			
Lead Person/Position		Year of Training	
Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
.5	6	District	Special Education Teachers

Description of Training			
Behavior Support and Interventions - District In-service for Behavior Plan Support and Behavior Intervention			
Lead Person/Position		Year of Training	
Supervisor of Special Education / BCBA (Behavior Specialist)			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Supporting Students within the Emotional Support Setting and In-Class Consultation			
Lead Person/Position		Year of Training	
PaTTAN Educational Consultant / IU13 TAC Team			
Hours Per Training	Number of Sessions	Provider	Audience
6.5	2	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers

Description of Training			
Supporting Students with Behavioral Needs within the General Education Setting			
Lead Person/Position			Year of Training
Director of Special Education, Supervisor of Special Education, Behavior Specialist			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Paraprofessionals

Paraprofessional

Description of Training			
IU13 Paraeducator Academy			
Lead Person/Position			Year of Training
IU13 TAC Team			
Hours Per Training	Number of Sessions	Provider	Audience
6	4	Intermediate Unit	Paraprofessionals

Transition

Description of Training			
Transition Planning - Special Education Department Meeting Sessions			
Lead Person/Position			Year of Training
District Transition Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
.5	7	District	Special Education Teachers Other

Description of Training			
Transition Review of IEP's and work with consultant			
Lead Person/Position		Year of Training	
Transition Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit	Special Education Teachers Other

Science of Literacy

Description of Training			
Scarborough's Reading Rope-How the strands of reading are woven into skilled reading			
Lead Person/Position		Year of Training	
Department of Teaching and Learning			
Hours Per Training	Number of Sessions	Provider	Audience
ongoing	ongoing	Other	General Education Teachers Special Education Teachers

Description of Training			
Structured Literacy			
Lead Person/Position		Year of Training	
Department of Teaching and Learning			
Hours Per Training	Number of Sessions	Provider	Audience
ongoing	ongoing	Other	General Education Teachers Special Education Teachers

Description of Training			
Supporting reading instruction in the general education curriculum			

Lead Person/Position		Year of Training	
Literacy coaches and IU 13 TaC Team			
Hours Per Training	Number of Sessions	Provider	Audience
ongoing	ongoing	District	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Family Night Out			
Lead Person/Position		Year of Training	
District Leadership			
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Parents

IEP Development

Description of Training			
What is an IEP review			
Lead Person/Position		Year of Training	
Director of Special Education and Special Education Supervisors			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers Special Education Teachers

Description of Training
IEP Development-Special Education Department Meetings

Lead Person/Position		Year of Training	
Director of Special Education and Special Education Supervisors			
Hours Per Training	Number of Sessions	Provider	Audience
1	7	District	Special Education Teachers

Description of Training			
Supporting students with IEP's			
Lead Person/Position		Year of Training	
Director of Special Education and Special Education Supervisors			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers Special Education Teachers

Description of Training			
Supporting students with behavior plans			
Lead Person/Position		Year of Training	
Director of Special Education, Special Education Supervisor, BCBA			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Special Education Teachers

Description of Training			
PBIS and Classroom Management			
Lead Person/Position		Year of Training	
Director of Special Education and Special Education Supervisors			
Hours Per Training	Number of Sessions	Provider	Audience

2	1	District	General Education Teachers Special Education Teachers
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Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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.

Superintendent/Chief Executive Officer

Date

