

Line Mountain SD  
**Special Education Plan Report**  
07/01/2015 - 06/30/2018

# District Profile

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## Demographics

185 Line Mountain Road  
 Herndon, PA 17830  
 (570)758-2640  
 Superintendent: David Campbell  
 Director of Special Education: Amy Dunn

## Planning Committee

Name	Role
Amy Dunn	Administrator : Special Education
Melanie Fowler	Middle School Teacher - Regular Education : Special Education
Amy Hess-Sprenkle	Elementary School Teacher - Special Education : Special Education
Jennifer Laudenslager-Leitzel	Parent : Special Education
Danielle Mowery	High School Teacher - Special Education : Special Education
Heather Troutman	Middle School Teacher - Special Education : Special Education
Amy Zartman	High School Teacher - Regular Education : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 165

### *Identification Method*

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

The Line Mountain School District uses public outreach and awareness to locate and identify children thought to be eligible for special education within the school district's jurisdiction. Annual Public Notice of identification activities are published in the local newspapers, in the student handbook, and on the school district website.

A system of screening is used to identify students who may need interventions or special education. Screening or early intervening activities do not block the parent's right to request an evaluation at any time.

The evaluation process gathers information that will be used to determine if a child needs special education. The evaluation may be conducted by a school psychologist or another qualified professional (ex. Speech or Hearing Specialists) when appropriate. The evaluation team develops an Evaluation Report (ER) that tells if a child is eligible for special education services. The entire evaluation process must be completed within 60 calendar days (not including summer vacation).

The Line Mountain School District uses the discrepancy model for identifying students with specific learning disabilities.

### *Enrollment*

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

In reviewing the Enrollment Difference Status of Line Mountain School District, no significant disproportionalities have been found.

### *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?

Line Mountain School District is not a host district under Section 1306 of the Public School Code.

### *Incarcerated Students Oversight*

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Line Mountain School District does not have a facility for incarcerated youth within the school district boundaries.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Line Mountain School District follows a procedure for determining Educational Placement based on the Least Restrictive Environment for each student.

#### **IEP Meetings and Educational Placement -**

The IEP team will begin educational placement discussions with a consideration of the regular education classroom with supplementary aids and services. The benefit from educational services is measured by progress toward the IEP goals and objectives, not by mastery of the general education curriculum. Special education placement in a more restrictive environment cannot be justified solely on the basis that the child might make greater academic progress outside the regular education

environment.

**The IEP team will adhere to the following when making educational placement decisions:**

- A Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP.
- Students will not be removed from regular education classrooms solely because of the severity of their disabilities
- When students with disabilities need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, the school district is obligated to ensure that those services are provided.
- The team must determine whether the goals in the student's IEP can be implemented in regular education classrooms with supplementary aids and services before considering removal from the regular education classroom.

**The IEP team will discuss the following items when determining educational placement:**

- What efforts have been made to accommodate the child in the regular classroom.
- What additional supplementary aids and services in the regular classroom are possible.
- What are the educational benefits available to the child in the regular classroom.
- Are there possible significant and negative effects of the child's inclusion on the other students in the class.

**Specialized Settings-**

For some students, the IEP team may conclude that a more specialized setting is necessary for the delivery of FAPE. An IEP team may choose a more specialized setting if:

- The student will receive greater benefit from education in a specialized setting than in a regular class.
- The student is so disruptive as to significantly impair the education of other students in the class.
- The cost of implementing a student's IEP in the regular classroom will significantly affect other children in the school district.

**Extra-Curricular Involvement -**

The school district will include the student in school programs with non-disabled children to the maximum extent appropriate. These may include but are not limited to extra- curricular activities, assembly programs, recess, lunch, and homeroom.

**Enhancing and Expanding the continuum of supports/services and educational placement options within the school district-**

The Line Mountain School District has made many efforts to replicate successful programs using evidence based models and training from PDE, PaTTAN and the Central Susquehanna Intermediate Unit #16 (CSIU). The school district has participated in a district level self assessment for supports for inclusive practices. The self assessment yielded top priorities for increasing our inclusive supports; Resource Allocation and Positive Behavioral Support. To address resource allocation, the school district has participated in training on complex needs and has expanded teacher teaming time. The special education teacher is part of the teacher teaming time and is integral in working

with the general education teachers to implement supplementary aids and services for students with disabilities. The school district has received on site training on Functional Behavior Assessments (FBA) and positive behavior support plans (PBSP) from the CSIU. The CSIU has continued to support our school district with individual consultations for teachers who are completing FBAs and developing PBSPs. This partnership between the school district and the CSIU has increased the supports for students with behavioral challenges in the general education classrooms.

Another area where the school district has expanded supports is in communication and assistive technology. The school district and the IU have worked collaboratively to provide additional speech and language support services and assistive technology to students with disabilities. The additional speech and language services have allowed for more early elementary students to attend classes in their neighborhood school and in the general education classrooms. The school district has eliminated the need for young students to attend out of district programs to meet their significant speech and language needs. The school district has implemented the use of Ipads and Ipods in the speech and language and life skills support programs. Many students are using this technology in speech class and for alternative communication devices. The IU has provided training for the school district's teachers and parents on these devices.

### **Current LRE Data (2012-2013) Indicator 5: Educational Environments**

SE Inside Regular Class 80% or More: Line Mountain SD-80.7%, State-62.1%, SSP Target-65% Line Mountain SD met SPP Target.

SE Inside the Regular Class Less Than 40% and SE in Other Settings were not reported for Line Mountain SD due to small group size.

### **Supplementary Aids and Services**

#### Collaborative (Adults working together to support students)

Scheduled time for coplanning and team meetings

Instructional arrangements that support collaboration (e.g., coteaching, paraprofessional support)

Training for team members and parents in the use of assistive technology for an individual student

Scheduled opportunities for parental collaboration

The IEP teams collaborate in the development and delivery of SaS

#### Instructional (Development and delivery of instruction)

Providing modified curricular goals

Providing alternate ways for students to demonstrate learning

Providing test modification

Providing alternate materials and/or assistive technology

Providing instruction on functional skills in the context of the typical routines in the general classroom

Changing method of presentation

Providing research-based supplementary materials

Providing instructional adaptations

Physical (Adaptations and modifications to the physical environment)

Furniture arrangement in environments

Specific seating arrangements

Individualized desk, chair, etc.

Adaptive equipment

Adjustments to sensory input (e.g., light, sound)

Environmental Aids (e.g., classroom acoustics, heating, ventilation)

Structural Aids (e.g., wheelchair accessibility, trays, grab bars)

Evacuation Chairs

Social-Behavioral (Supports to increase appropriate behavior)

Social skills instruction

Counseling supports

Peer supports (e.g., facilitating friendships)

Individualized behavior support plans

Modification of rules and expectations

Cooperative learning strategies

### ***Behavior Support Services***

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

Behavior support programs and techniques which are used with students with disabilities should be varied and designed to develop and maintain skills that will enhance a student's opportunity for learning. Potential causes of behavior problems such as physical/medical conditions, environmental factors, and staffing/program concerns should be reviewed before developing a specific behavior support program for any student. The Individual Education Plan (IEP) of each eligible student with disabilities who exhibits behavior problems which interfere with his/her ability to learn must include provisions for a behavior management program in accordance with Chapter 14 of the current special education regulations and standards. Behavior support shall be positive in nature. The technique/intervention chosen for a particular student should be the least intrusive necessary. Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a behavior support program. Restraints 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 techniques have been less effective. If restraints are needed to control aggressive behavior of an individual student, the IEP team must review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

Line Mountain School District is partnered with Northumberland County Behavioral Health and collaborates through children's clinics to facilitate families' access to Mental Health Services.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Line Mountain School district has not experienced difficulty with ensuring FAPE for a particular disability category. The school district provides special education for all disability categories and the IEP teams are careful to not place a student based on disability category alone. The IEP teams begin with examining placement in the general education curriculum with supplemental aids and services. If this option will not meet the student's needs, a continuum of placements is available to students with disabilities. The majority of students with disabilities in the Line Mountain School District are attending their neighborhood schools and have a continuum of options available. All students attending the school district participate in general education classes to varying extents. If the school district does not have a support or related service that is required by the IEP, the school district will contract with an outside agency (typically the CSIU) to bring the service into the neighborhood school. Line Mountain School District currently contracts with the CSIU for Occupational Therapy, Physical Therapy, Autistic Support, Hearing Support, and Speech and Language Support. Students receive these services within their neighborhood school.

If the IEP team decides that the neighborhood school does not meet the student's needs, the team will explore continuum options offered through the local Intermediate Unit, New Story School, or in neighboring school districts. Line Mountain currently has students with disabilities placed in Autistic Support, Emotional Support, and Vocational Programs provided by the CSIU, NewStory School, or neighboring districts.

If a circumstance arises where a student with a disability is placed by an outside agency (Doctor, Behavioral Health, Courts), the school district supports the placement and treatment while remaining responsible to ensure that FAPE is provided.

If a student is difficult to place due to his/her significant needs, The IEP team explores alternative



educational placements that offer the appropriate program. The IEP team participates in interagency collaboration to provide additional supports for the student and their family. Currently, Line Mountain School District participates in Interagency Collaboration with:

Northumberland County Behavioral Health and Intellectual Disabilities, Northumberland County Children and Youth, Northumberland County Juvenile Probation, Office of Vocational Rehabilitation, Parent to Parent, Keystone Human Services, Safety Net WrapAround Services, Behavioral Specialists, Inc. Arts Program, Center for Independent Living, the Central Susquehanna Intermediate Unit (Interagency Coordinator), Concern, Northwestern Human Services, and Medical Professionals.

When an IEP team identifies a student with a disability as hard to place, the Regional Interagency Coordinator from PaTTAN is contacted and notified. The IEP team working within the Interagency Collaboration may produce more options for the student and his/her family.

Since the previous Special Education Plan, The Line Mountain SD has met it's goal of expanding the continuum of services to include a middle school Life Skills Support Program for grades 5-8.

### *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.

#### **SPP Strengths (**

State Performance targets for 2012-2013 School Year)

100% Participation in Mathematics and 97.4% Participation in Reading for Statewide Assessments

Inside General Education class 80% or more of the day - State – 62.1% SPP target – 65% Line Mountain – 80.7%

No Disproportionate Representation by Race/Ethnicity or Disability Category

#### **Special & Regular Education Collaboration Strengths**

- School Counselors actively involved
- School Psychologist part of Child Study Meetings
- Student Assistance Team for At Risk Students
- Collaboration of coaches and advisors with special education staff increases extracurricular participation
- Co-teaching models between special & regular education
- Special Education Director and Principal Collaboration
- Team Concept Approach addresses all student needs

#### **Strengths in Related Services**

- Speech & Language Therapist added whole language groups for Life Skills Support Classrooms
- Trained Staff and Parents in use of Ipad/Ipod as Assistive Technology

- School Social Worker in District Daily
- Occupational and Physical Therapists in District Weekly
- Transportation needs met despite challenging geography
- Psychological Counseling services completed in timely and compliant manner
- Other professional related services provided by the CSIU in a professional and timely manner

### **Strengths in Secondary Transition**

- Students opting to stay beyond graduation for additional programming
- Partnership with Work Foundations and NCCTC for career education and training
- Active participant in the Northumberland County Transition Council
- Yearly transition clinics and good relationships with adult agencies and service providers
- Community Based Instruction and Transition Field trips
- Work Experience Program for Students Provides the Support of a Job Coach
- Collaborative, On-Site Meetings with the Office of Vocational Rehabilitation (OVR)

### **Strengths in Early Childhood/Elementary Education**

- Strong partnership with Early Intervention programs to smoothly transition preschoolers to school age programs
- Low student to special education teacher ratio in elementary grades
- Special and regular education teachers collaborating and developing curricular consistency for students with disabilities
- Use of Intervention texts and materials that coincide with grade level texts
- Additional interventions employed

### **Strengths in Curriculum & Instruction**

- Small class sizes and low student to teacher caseload ratios
- High number of students participate in General Education Curriculum
- Team concept with special education teachers as active participants of the team
- IEP goals based on standards with Aimsweb, Fuchs and Fuchs, Read Naturally, and classroom assessments used for progress monitoring

# Assurances

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## 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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of	Number of Students Placed
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		<b>Service</b>	
Work Foundations + (CSIU)	Special Education Centers	LSS	1
New Story School	Special Education Centers	AS and ES	5
Safety Net Partial Hospitalization Program	Other	ES	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* July 1, 2015

*Average square feet in regular classrooms:* 400 sq. ft.

*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Line Mountain Elementary (EM)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 10	5	0.42
Justification: Age Waiver signed by parents after IEP team discussion to justify an age range of greater than 3 years.							
Line Mountain Elementary (EM)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 8	2	0.1

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* July 1, 2015

*Average square feet in regular classrooms:* 400 sq. ft.

*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Line Mountain Elementary (AHS)	An Elementary School	A building in which General	Itinerant	Learning Support	6 to 9	15	0.3

	Building	Education programs are operated					
Line Mountain Elementary (AHS)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.3

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Line Mountain Elementary (JM)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	10	0.2
Line Mountain Elementary (JM)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	3	0.15

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Line Mountain Middle School (LS)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	12	0.24
Line Mountain Middle School (LS)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	1	0.05

		operated					
Line Mountain Middle School (LS)	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	12 to 12	1	0.08

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Line Mountain Middle School (JS)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 13	1	0.02
Line Mountain Middle School (JS)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	4	0.2

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This is a previously existing position**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Line Mountain Middle School (LM)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 15	1	0.02
Line Mountain Middle School (LM)	A Junior/Senior High School	A building in which General	Supplemental (Less Than 80% but More	Learning Support	13 to 14	3	0.15

	Building	Education programs are operated	Than 20%)				
Line Mountain Middle School (LM)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 14	1	0.12

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Line Mountain Middle School (HT)	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 13	3	0.33
Line Mountain Middle School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	14 to 14	1	0.12

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)*Justification:* Compliance for classroom location was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This is an existing position**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Line Mountain High School (JN)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 15	2	0.04
Line Mountain High School (JN)	A Junior/Senior High School	A building in which General	Itinerant	Learning Support	14 to 16	10	0.2

	Building	Education programs are operated					
Line Mountain High School (JN)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	9	0.45

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Line Mountain High School (AL)	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 21	7	0.47

Justification: Parents have signed age waivers after IEP discussion to justify an age range greater than 4 years.

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Line Mountain High School (RM)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 17	2	0.04
Line Mountain High School (RM)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Physical Support	15 to 15	1	0.07
Line Mountain High School (RM)	A Junior/Senior	A building in which	Supplemental (Less Than	Learning Support	16 to 20	14	0.7



	High School Building	General Education programs are operated	80% but More Than 20%)				
Line Mountain High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	3	0.06

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Line Mountain High School (DM)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	4	0.08
Line Mountain High School (DM)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	10	0.5
Line Mountain High School (DM)	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	20 to 20	1	0.08
Line Mountain High School (DM)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 17	1	0.05

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015

*Average square feet in regular classrooms: 400 sq. ft.*

*Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Line Mountain Elementary School (SK)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	32	0.49
Justification: Students receive this itinerant service in individual or small group settings. In these settings, the age range does not exceed 3 years.							

**Program Position #13**

*Operator: Intermediate Unit*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: July 1, 2015*

*Average square feet in regular classrooms: 400 sq. ft.*

*Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Line Mountain Middle/High School (IU)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 21	18	0.27
Justification: This itinerant service is delivered in individual or small group settings. In these settings, the age range is not greater than 4 years.							

**Program Position #14**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: July 1, 2015*

*Average square feet in regular classrooms: 400 sq. ft.*

*Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Line Mountain Elementary (IU)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 7	1	0.08

**Program Position #15**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: July 1, 2015*

*Average square feet in regular classrooms: 400 sq. ft.*

*Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)*

#### **PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Line Mountain Elementary (IU)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 7	1	0.08
Line Mountain Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	5	0.42

### **Special Education Support Services**

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
Special Education Director	Line Mountain School District Office	1
School Psychologist	Line Mountain School District Office	1
School Social Worker	All School District Buildings	1
Special Education Secretary	Line Mountain School District Office	1
Paraprofessionals	Line Mountain Elementary	8
Paraprofessionals	Line Mountain Middle/Senior High School	14

### **Special Education Contracted Services**

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
Occupational Therapist	Intermediate Unit	4 Days
Physical Therapist	Intermediate Unit	1 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Line Mountain School District will provide professional development for teachers on strategies and positive behavior support for students with Autism within the General Education classroom. The school district will work with the CSIU Autism consultant to provide the training.
<b>Person Responsible</b>	Special Education Director
<b>Start Date</b>	9/7/2015
<b>End Date</b>	6/1/2018
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	100
<b>Provider</b>	CSIU
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	General and Special Education teachers will implement strategies and positive behavior support techniques for students with Autism in the general education classroom.
<b>Research &amp; Best Practices Base</b>	Least Restrictive Environment and Supplementary Aids and Services.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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. Empowers leaders to create a culture of teaching and learning,

	with an emphasis on learning.
<b>Training Format</b>	LEA Whole Group Presentation Department Focused Presentation Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Creating lessons to meet varied student learning styles Implementation of supplementary aids and services
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

## Behavior Support

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Staff will receive annual training on De-escalation Techniques and Safe Crisis Management.</li> <li>2. Special Education Staff will maintain their previous training on performing Functional Behavior Assessments and developing Positive Behavior Support Plans.</li> </ol>
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<b>Person Responsible</b>	Special Education Director
<b>Start Date</b>	9/8/2015
<b>End Date</b>	5/31/2018
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	8.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	30
<b>Provider</b>	Line Mountain School District and CSIU
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>Teachers and paraprofessionals will demonstrate de-escalation techniques and be capable of safe crisis management. Annual Training provided by LEA.</p> <p>Teachers will develop relevant PBSP with the IEP team based on FBA data. CSIU Consultation and Training is ongoing.</p>
<b>Research &amp; Best Practices Base</b>	Inclusive Practices, Least Restrictive Environment, IEP Development and Implementation
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>

<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Annual Recertification in SCM. Individual consultations with IU Behavior Specialist.
<b>Evaluation Methods</b>	Participant survey Demonstration of Skills and IEP development.

## Paraprofessional

<b>Description</b>	Professional Development for all paraeducators and personal care aides at a minimum of 20 hours per school year. Traing includes De-escalation, safe crisis management, discussions on disabilities, Autism, paraeducators role in the inclusive classroom, CPR and First AID. When appropriate, staff will have individual consultations with OT and PT providers.
<b>Person Responsible</b>	Special Education Director
<b>Start Date</b>	9/8/2015
<b>End Date</b>	5/31/2018
<b>Program Area(s)</b>	Professional Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	15
<b># of Participants Per Session</b>	30
<b>Provider</b>	Line Mountain School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Paraprofessionals will demonstrate:  De-escalation techniques  receive cerification in SCM  Become 1st Aid and CPR certified (recertified)

	Demonstrate inclusive practices to support students with disabilities in the general education classroom
<b>Research &amp; Best Practices Base</b>	De-escalation and SCM  Inclusive Practices
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Meetings with special education teachers, principals, and special education director
<b>Evaluation Methods</b>	Participant survey

### Reading NCLB #1

<b>Description</b>	Teachers will continue to participate in Multi Tiered Systems of Support (RTII) training, focus groups, data analysis, and conferences.
<b>Person Responsible</b>	Elementary and Middle School Principals
<b>Start Date</b>	9/8/2015



<b>End Date</b>	5/27/2016
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	7.0
<b># of Sessions</b>	7
<b># of Participants Per Session</b>	10
<b>Provider</b>	Line Mountain SD, CSIU
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>Teachers will participate in the school District's Multi Tiered System of Support ( Response to Intervention and Instruction) program.</p> <p>Teachers will demonstrate knowlege of interventions and data driven decisions.</p>
<b>Research &amp; Best Practices Base</b>	<p>Response to Instruction and Intervention</p> <p>Inclusive Practices</p> <p>Data Driven Decision Making</p> <p>Curricular Decision Making</p>
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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,</p>

	<p>with an emphasis on learning. Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops School Whole Group Presentation Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers Principals / Asst. Principals Other educational specialists</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans</p>

## Transition

<b>Description</b>	<p>Transition Coordinator will attend the Northumberland County Transition Council Meetings</p> <p>Special education teachers will maintain their training on Transition Planning while developing the IEP</p>
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	The school district will work with the CSIU to Improve Indicators 13 and 14 Post School Outcomes SPP target.
<b>Person Responsible</b>	Special Education Director
<b>Start Date</b>	9/8/2015
<b>End Date</b>	5/31/2018
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	15
<b>Provider</b>	Line Mountain SD, CSIU
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers will demonstrate knowlegable transition planning during IEP meetings.  Transition Activites will reflect the IEP and be available for all students age 14 and up.
<b>Research &amp; Best Practices Base</b>	Transition Planning  Interagency Collaboration
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops Department Focused Presentation Offsite Conferences
<b>Participant Roles</b>	Classroom teachers School counselors

	<p>New Staff  Other educational specialists  Related Service Personnel  Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Transition Planning Implementation</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Classroom student assessment data  Participant survey</p>

# Special Education Affirmations

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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.

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*