

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 355

School District Total Student Enrollment 1619

Percent of Students Receiving Special Education 21.9

Steering Committee

Name	Position/Role	Building	Email
James McGovern	Superintendent	Lake-Lehman SD	mcgovernj@llsd.org
Tina Antonello-Portee	Director of Special Education	Lake-Lehman SD	antonello-porteet@llsd.org
Tracey Liparela	Director of Curriculum	Lake-Lehman SD	liparelat@llsd.org
Nancy Edkins	Building Principal	Lake-Noxen El Sch	edkinsn@llsd.org
Tracie Davis	Special Education Teacher	Lake-Lehman JSHS	davist@llsd.org
Cece Jennings	General Education Teacher	Lake-Lehman JSHS	jenningsc@llsd.org
Michele Kleyman	Parent	Lehman-Jackson El Sch	kleymanm@llsd.org
Drew Salko	Board Member	Lehman-Jackson El Sch	salkod@llsd.org

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)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
The Lake-Lehman School District did not meet the state target in all three subcategories of Educational Environments. The Lake-Lehman School District continues to have above the state target percentiles in the 20%-80% percentiles. The District actively reviewed and participated in trainings targeting Penn Data Reporting, student scheduling, and inclusion practices. The District will continue to work towards reaching the state target goal but will continue to be ethical in providing students what services they need which would benefit their needs the most.

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

Corrective Action	Improvement and Planning Activities
<p>FSA 11-LRE The LEA will train staff who write IEP's to ensure Penn Data reporting is accurate. The LEA will provide all teachers with training on topics relevant to the inclusion of students with disabilities in the regular education classroom. The LEA will monitor student scheduling to ensure that it is not a barrier to inclusion in the Least Restrictive Environment. The LEA will provide training agendas and sign-in sheets to the BSE Adviser. The BSE Adviser will review Penn Data to determine if enough progress has been made.</p>	<p>The Special Education Department at Lake-Lehman School District began their improvement activities by focusing first on Penn Data reporting. The Special Education Data Report (SEDR) was used as a reference point to identify state projected percentiles and the District's percentile rankings. The Special Education Teachers were refreshed on the procedures on how to determine a percentile ranking with the IEP Annotated tool. The Special Education Teachers then participated in practice exercises in which scenarios were provided and teachers had to determine the educational environment. The District also reviewed the student scheduling process and student curriculum opportunities. Each student identified with an IEP met with their case manager to select their courses. The course selections were broadened this year to include more co-teaching opportunities for our students. The students then meet with their Guidance Counselor to finalize their schedules and entered it into the CSIU system. Inclusion of students in regular education classrooms were also revisited with Regular and Special Education Teachers. The teachers were provided access to the Supplementary Aides and Services Toolkit: Season 2 Episode 1 video by Dr. Starosta. The video discussed options/strategies to provide students in the regular education classroom when obstacles seem to be a barrier. The teachers also reviewed the Supplementary Aids and Services fact sheet. Finally, the agendas and attendance sheets have been sent to the Special Education Advisor: Division of Monitoring and Improvement on 09/15/2021.</p>
<p>FSA 17-Public School Enrollment The LEA will review its pre-referral practices and procedures and its Child Study process to ensure all necessary instructional supports are provided to students prior to referral to special education. The LEA will communicate to all staff those practices and procedures and supervise them to ensure fidelity to the process. The BSE Adviser will review Penn Data to determine if enough progress has been made.</p>	<p>On September 2, 2021, a Zoom meeting was held, "Let's Talk Special Education". Participants included both Regular and Special Education Teachers. We began with Lake-Lehman's pre-referral practices-the Child Study Team (CST). We first reviewed the Child Study Team (CST) referral flow chart. This defined all of the possibilities and outcomes of a CST. The session then discussed if the team has determined a need for a CST how to utilize the Chapter 3-Referral to the Child Study Team. This document identified who should participate in the CST and what role/responsibility each participant should have. Next, the Lake-Lehman Child Study Referral form was reviewed. Lastly, the Lake-Lehman Child Study Team Planning/Worksheet was practiced.</p>

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.)

Students who are residing in an institution, residential facility, drug and alcohol facility, home of orphans or any other institution within the Lake-Lehman School District but parents/guardians are non-residents of the district would receive a least restrictive educational placement. These students attending a 1306 facility would be educated to the maximum extent possible in the regular education environment with the support of supplemental aids and services. The District would communicate with the facilities and collaboratively determine what supports and services the student needs in order to make meaningful progress and where and how these services and supports can be implemented. If the institution determines the student was unable to leave the facility, the District would contract services with the local Intermediate Unit to provide an educational program at the institution. The team would conduct an evaluation and an IEP to identify the students needs.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The District has implemented procedures with 1306 facilities to maintain communication and ensure successful transition back to school for our students. Communication would begin with the student's initial placement to the facility with an entrance letter. The institution sends an entrance letter informing the District of an arriving student. The District is then responsible for signing and returning the entrance letter back to the institution. Moving forward the District would continue to communicate with the facility within Chapter 14 regulations to include identification, evaluation and placement of the student. Throughout the student's placement at the 1306 facility, the District would participate in all meetings. At the point of discharge, the District would collaborate with the 1306 facility to implement a re-entry plan or transition plan prior to the student being discharged from the facility. The 1306 facility, district staff, mental health workers, student, parents, and other supporting individuals will meet to determine what the student's educational and social-emotional needs currently are and what supports and services are necessary. The team can consider implementing some of the following steps in the reentry plan: (1) student has on-site visit back to school prior to first day of attending classes (2) student meets/talks with administration/teachers prior to first day of attending classes (3) Outpatient mental health workers meet with District staff (4) Safe place/Safe person is designated for student (5) Schedule is provided to the student prior to first day of attending classes (6) District staff is informed of the student's needs (SDI's) prior to student's arrival

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).
The Lake-Lehman School District does not have any facilities in which incarcerated youth are housed however, if the district did, it would proceed with the same procedures utilized in identifying students who attend Lake-Lehman School District. The Lake-Lehman School District would first be notified of a student's arrival to the institution. The school district would then review the current records and determine eligibility. If a student was not previously eligible for special education services, the team would begin the process with a Child Study Team (CST) to identify strategies/interventions that may improve the student's deficits/difficulties. This would include the parent input, teacher observations, developmental history, and the student's educational records. If the team (certified contracted teachers facilitated by an IU), determines there is a need for an evaluation, a Permission to Evaluate (PTE) would be issued to the parent/guardian. Upon the consent to the PTE, a certified school psychologist would conduct an evaluation to include norm-referenced tests of cognitive abilities and academic achievement. If the student is determined to be eligible for special education services, an IEP team will develop an Individualized Education Program (IEP) for the student. The IEP would identify the supports and services needed for the student to make meaningful progress with measurable annual goals supported by specially designed instruction (SDI's). Next, a Notice of Recommended Educational Placement (NOREP) would be presented to the parent or guardian for their approval/disapproval. All Chapter 14 regulations would be provided to ensure each student received a Free Appropriate Public Education (FAPE) in accordance to the restrictions of the institution.

Least Restrictive Environment

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

The Least Restrictive Environment (LRE) indicator has three targets. The Lake-Lehman School District has met two of the three targets for Least Restrictive Environment (LRE). The District has met the criteria (a) Special Education Setting due to a small group size and (b) Inside Regular Class Less Than 40%. For the target Inside Regular Class Less Than 40%, the District has come below the expected 9.6% indicating special education students are participating in regular education classes more than 40% of their day. The target (c) Special Education Inside Regular Classes 80% or More, the District was at 57.1% as the state target was 61.5%. This indicates the district is 4.4% below the expected state target. The Lake-Lehman District continues to struggle with the 20%-80% LRE placement due to an overwhelming number of students identified. Lake-Lehman School District averages about 22% of the student population receiving special education services. Most students identified are demonstrating below grade level performance in both areas of ELA and Math. In order to remediate these deficits, students participate in remediation programs with out regular education students (because regular education students do not demonstrate a need) and therefore, increases the District's LRE. The District has taken action and has implemented changes to ensure student placements are in least restrictive environment (LRE). The District has increased it's supports in regular educational environments with the presence of paraeducators providing supports in the regular education classrooms as well as expanding the co-taught model. Supplementary aides and services have been reviewed to provide options or pathways for teachers to implement for students to obtain in regular education settings.

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 district has reflected on the COVID-19 pandemic and its effects it has had on our students. The reflection of the past few years reveals a stronger need of support for our students academically as well as social/emotionally. The district ensures that individual needs of students are being met by reviewing four common areas of students: (1) the student's physical abilities/needs, (2) the student's academic/instructional abilities/needs, (3) the student's social/emotional abilities/needs, and (4) supplemental aids and services. The student's team which consists of a Special Education teacher, Regular Education teacher, parent/guardians, and administration/LEA that review the collected data in the four common areas and implement strategies within the learning environment. The removal of a student with a disability from the regular education environment only occurs when education in the setting with supplemental aids and services can not be successfully achieved. The district implements the following accommodations (but are not limited to) to improve access in the learning environment. Physical: adapted writing utensils, allow answers to be dictated, allow typed assignments and note taking, use of incline boards to facilitate stabilization of written work, visual highlighting to help placement of words on the baseline, provide space in each classroom for student materials rather than student carrying materials, leave class 3 minutes early for safety concerns in hallways Academic/Instructional: one-one-one assistance, small group instruction, paraprofessional support, extended time to complete assignments/tests, preferential seating, instruct to student's strongest learning style, allow oral responses, use of calculator, provide alternate assignments, provide study guides, provide study guides in advance, intermittent breaks, chunking assignments into smaller assignments, reduction of required examples, use of manipulatives to increase understanding, provide a copy of notes, use of a time Social/Emotional: reducing distractions, only materials for task at hand present on desk, use of nonverbal signals or cues to redirect, utilize emotions wheel to identify feelings, emotions diary/journaling, five star behavioral work charts, completion chart identifying targeted tasks, embarking on teachable moments in "live" time, role playing activities, teaching mindfulness techniques, designated calming spaces, lunch bunch and

breakfast pals groups, yoga opportunities, teaching student self-regulation, Second Step curriculum utilized with social work services, visits with the student's guidance counselor

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 District has implemented successful academic programming throughout the grade levels to expand the continuum of supports and services in general education. At the secondary level from grades 7-12, the District has replicated the co-teaching model. This allows students with disabilities to access the general education curriculum in the least restrictive environment (LRE). At both the elementary and secondary levels, students are mainstreamed into subjects and supported by Paraprofessionals in the regular education classroom. In addition, the District also employs two Personal Care Assistances (PCA) to ensure the continuum of supports and services are in the general education environment, as deemed appropriate for each student. Finally, the District also collaborates with outside agencies to provide supports from Behavior Technicians (BT), Mobile Therapists (MT), and Board Certified Behavior Analysts (BCBA) in all learning environments. The District also utilizes PDE sponsored initiatives such as webinars (Calculating Amount of Supports & Educational Environment) and resources/trainings (Teachers' Desk Reference: Inclusive Practices) to ensure students with disabilities are in the general education curriculum. The District also receives supports from the Luzerne Intermediate Unit #18 (LIU) and the Specific Point of Contact (SPOC) assigned to the District.

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

The Lake-Lehman School District utilizes supplementary aids and services to support students with disabilities to be active participants in extracurricular activities. These full range of supports are provided in general education classes, other education-related settings, and extracurricular and nonacademic settings. The following are some supplementary aids and services that have been implemented by the school district to support students in extracurricular activities: ** Providing preferential seating **Providing quiet corner/room ** Modifying equipment **Providing one to one supports (PCA) **Providing immediate feedback **Allowing rest breaks **Provide peer buddies **Providing verbal and visual cues **Allowing additional time **Providing checklists **Adjustments to sensory input

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 Lake-Lehman School District can be notified two different ways when a student is placed in a private institution. If a parent informs the District of the student's placement in a institution, the District will contact the institution. With the parent's permission, the Evaluation reports and IEP will be shared with the institution (prior to the student arriving). A meeting will be scheduled to discuss placement and the student's current needs. The District will look to continue the same LRE placement for the student as if the student was still participating in District or the most current IEP placement. Supplementary aids and services will be reviewed to determine which is appropriate within the institution to implement. If the District is informed by the institution, the records will be transferred to the institution and a meeting will be scheduled. It is the District's intentions to provide the same LRE placement for the students. Supplementary aids and services will be reviewed to determine which is appropriate within the institution to implement. Extracurricular Activities: Students placed in an institution will have access/ability to participate in district lead extracurricular activities. Students/Parents/Guardians will have the same accessibility and if needed, supplementary aides and services can be implemented; if required to participate. Communication of extracurricular activities will be posted on the schools websites, twitter, Facebook, Instagram and global calls to home residents/cell phones. The situation

occurred during the 2021-2022 school year. The student was participating in a private institution/placement and continued to participate in the band. The district provided transportation for the student to continue their band lessons and participate in band practices. *****Included is the Lake-Lehman's Board Policy for Extracurricular Activities Policy Manual: Section 100 Programs Title: Extracurricular Activities Purpose: The Board recognizes the educational values inherent in student participation in extracurricular activities and supports the concept of student organizations for such purposes as building social relationships, developing interests in a specific area, and gaining an understanding of the elements and responsibilities of good citizenship. Definitions: For purposes of this policy, extracurricular activities shall be those programs that are sponsored or approved by the Board and are conducted wholly or partly outside the regular school day; are marked by student participation in the processes of initiation, planning, organizing, and execution; and are equally available to all students who voluntarily elect to participate.[1] For purposes of this policy, an athletic activity shall mean all of the following:[2][3] An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations. Noncompetitive cheerleading that is sponsored by or associated with the school. Practices, interschool practices and scrimmages for all athletic activities. Authority The Board shall make school facilities, supplies and equipment available and shall assign staff members for the support of extracurricular activities for students. Such availability and assignment shall be in accordance with the Equal Access Act.[4][5][6][7] The Board encourages secondary level students to pursue clubs and interests that may not be related directly to any of the curriculum programs offered in the district. In pursuit of such goal and in compliance with law, the Board maintains a limited open forum in which secondary students may meet for voluntary student-initiated activities unrelated directly to the curriculum, regardless of the religious, political, philosophical or other content of the speech related to such activities. Any extracurricular activity shall be considered under the sponsorship of this Board when it has been approved by the Board upon recommendation of the Superintendent. The Board shall maintain the program of extracurricular activities at no cost to participating students, except that: The Board's responsibility for provision of supplies shall carry the same exemptions as listed in the Board's policy on regular school supplies.[8] Where eligibility requirements are necessary or desirable, the Board shall be informed and must approve the establishment of eligibility standards before they are operable. Off-Campus Activities This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[9] The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school. The conduct involves the theft or vandalism of school property. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities. Delegation of Responsibility Each school year, prior to participation in an athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the following:[11][12][13][15] Concussion and Traumatic Brain Injury Information Sheet. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet. The Superintendent or designee shall develop administrative regulations to implement the extracurricular activities program. All student groups shall adhere to Board policy and administrative regulations. Guidelines Guidelines shall ensure that the program of extracurricular activities: Assesses the needs and interests of and is responsive to district students. Invites the

participation of parents/guardians and community in developing extracurricular activities. Such participation shall be in accordance with the Equal Access Act.[5] Involves students in developing and planning extracurricular activities. Ensures provision of competent guidance and supervision by staff. Guards against exploitation of students. Provides a variety of experiences and diversity of organizational models. Provides for continuing evaluation of the program and its components. Ensures that all extracurricular activities are open to all students and that all students are fully informed of the opportunities available to them.[1][14] Equal Access Act The district shall provide secondary students the opportunity for noncurricular-related student groups to meet on the school premises during non-instructional time for the purpose of conducting a meeting within the limited open forum on the basis of religious, political, philosophical, or other content of the speech at such meetings. Such meetings must be voluntary, student-initiated, and not sponsored in any way by the school, its agents or employees.[5] Non-instructional time is the time set aside by the school before actual classroom instruction begins, after actual classroom instruction ends, or during the lunch hour. The meetings of student groups cannot materially and substantially interfere with the orderly conduct of the educational activities in the school. The Superintendent or designee shall establish the length of sessions, number per week, and other limitations deemed reasonably necessary. The district retains the authority to maintain order and discipline on school premises in order to protect the well-being of students and employees and to ensure that student attendance at such meetings is voluntary.

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 Lake-Lehman School District consistently assesses student needs and how to offer services within the home district. Lake-Lehman School District takes pride in stating only thirteen students are participating in out-of-district placements. The students who receive their education outside of the District, may include placements such as a partial hospitalization program, a residential treatment facility (RTF), or an environment that utilizes American Sign Language (ASL) as the primary mode of communication. Other out of district placements may include autistic support environments and emotional support environments. If a student attends one of these placements, the student would benefit from these specialized settings (for example-Verbal Behavior (VB)) after considering the social/emotional, physical, academic and behavioral needs of each student even with the consideration of supplementary supports and services. The Lake-Lehman School District analyzes data annually and determines the needs for their students. For example, the District provided an autistic support classroom at the elementary level. It was determined the need was no longer therefore, the District shifted their supports to an emotional support classroom to support the current needs of the students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of
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					Students Placed
Graham Academy	Approved Private School (APS)		Graham Academy	Autistic Support	5
New Story	Other	Private Facility (non-residential)	New Story	Emotional Support	2
Scranton School for Deaf and Hard of Hearing Children	Approved Private School (APS)		Scranton School for Deaf and Hard of Hearing Children	Deaf and Hard of Hearing Support	2
Lighthouse Academy	Other	LIU # 18 Emotional Support	LIU #18	Emotional Support	2
Lighthouse Academy	Other	LIU # 18 Autistic Support	LIU # 18	Autistic Support	2

Positive Behavior Support

Date of Approval

2021-05-17

Uploaded Files

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

The district has observed an increased need in supporting students with disabilities both social and emotionally. Since the COVID pandemic, students are reporting an increase in unmanageable emotions to include but not limited to anxiety, depression, and social isolation. The district supports the needs of students in multiple ways. (1) From a clinical perspective, the school psychologist utilizes a set of rating scales and forms (the BASC, CEPI, RCDS-2, RCMAS-2) designed to inform an understanding of behaviors and emotions of children and adolescents. The rating scales identify and manage behavioral and emotional strengths and identifies elevations in areas of concern. This triangular method is reported by analyzing a child's behavior from three perspectives: the student, teachers, parents. If an elevation is identified, the student's team will create a plan for the student and has the ability to refer or make recommendations to outside services (2) As a response to the increase of social and emotional needs of our student population, the district responded by opening a Behavioral Health Outpatient Clinic for the 2021-2022 school year. The district coordinated with the Luzerne Intermediate Unit #18 (LIU #18) and opened the clinic in September 2021 at Lake-Noxen Elementary School. The outpatient program focuses on building skills of resiliency and day-to-day functioning across all environments. Students work on stabilization, prevention, and treatment during the school day or after school hours. (3) As the district continues to face challenges with student mental health diagnosis, the district has respectfully requested to Community Care Behavioral Health to coordinate a Community School-Based Behavioral Health Team (CSBBH). This service will target the gap between mental health services throughout the school day, especially trauma therapy. The district has submitted the application, participated in the interview process and has been denied by the committee. (4) The district also employs a social worker. The social worker provides services to students in grades K-12. The social worker implements the Second Step program which is a research-based, teacher-informed, and classroom-tested social-emotional program focused on the safety, and well-being of children. (5) The district also implements the Students Assistance Program (SAP) in all district buildings. The SAP is a systematic team process used to mobilize school resources to remove barriers to students learning. The SAP teams assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school. (6) Finally, the district coordinates with local outside agencies to provide school-based behavioral health services. The teams are supported by mobile therapists (MT), behavior technicians (BT) and counselors. The teams provide supports in classrooms as they seek to change behaviors, thoughts, emotions, and how students see and understand situations.

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.

In the 2020-2021 school year, the Lake-Lehman School District pivoted from Crisis Prevention Intervention (CPI) to the Safety Care Crisis Prevention program for de-escalation techniques, response to behaviors/interventions, and positive behavior support interventions. Safety Care Crisis Prevention Training is defined as a crisis management training that provides skills and competencies to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. The Special Education staff learned the tools to be safe when working with behaviorally challenging individuals using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS). Safety-Care promotes a reinforcement-based approach to developing new skills, maintaining safety, and reducing or eliminating restrictive interventions such as a restraint. In addition to pivoting to a different program, the Lake-Lehman School District invested in our own staff to be the trainers; no longer requiring training from an outside agency. This allows the excellence to come from our staff and flexibility for our trainings. The two trainers are currently in their third year of Safety Care certifications where they continue to provide the district with initial certifications and renewal certification to our staff members.

3. Describe the district positive school wide support programs.

The district's positive school wide support programs focuses on the prevention of inappropriate behaviors through teaching and reinforcing appropriate behaviors. Our positive school wide support programs attempt to establish social cultures for each school building and support behaviors to improve the social, emotional, behavioral, and academics for all students. The district implements a framework for positive school wide support programs however, some details may vary based upon the grade level and individual building. The framework focuses on four critical areas to reduce problematic behaviors such as bullying, absenteeism, and youth aggressions. The framework consists of (1) outcomes (2) practices (3) system (4) data. The programs are patterned with rules (ex-respect everyone and our school), consequences (ex-a warning), and rewards (ex-positive praise).

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

The need for school-based behavior health services continues to rise rapidly in the Lake-Lehman School District. For the 2021-2022 school year, the District partnered with Luzerne Intermediate Unit #18 (LIU #18) and opened a Behavioral Health Outpatient Clinic located at Lake-Noxen Elementary. Students now have accessibility to family/group/individual therapy, medical management and psychiatric evaluations during the school day or after the school day. This opportunity bridged the gap for our students who were missing appointments due to conflicting family schedules or not having access to a vehicle or transportation. This program has been a success in it's first year therefore, the District is projecting its expansion to two additional buildings (Lake-Lehman Jr/Sr High School & Lehman-Jackson Elementary School) for the 2022-2023 school year. In addition to the outpatient clinic, the District continues to acknowledge a strong need for School-Based Behavioral Health Teams (CSBBH). This service would support students with positive decision making and behaviors as well as promoting emotional and social resilience "in the moment". The District began the process in 2018-2019 and completed the application process. Unfortunately, Community Care Behavioral Health denied the district's application. Then again this 2021-2022 school year, the District reapplied and was denied for the second time. The District did advance further in the application process than the previous time however, Community Care Behavior Health reports no additional CSBBH teams will be implemented for the 2022-2023 school year due to the difficulty they are experiencing with staffing current CSBBH teams. The District will continue to persevere until students receive the appropriate services they need! At this current time, students continue to receive Wraparound services from local outside agencies and social work services. These Wraparound services include Behavior Technicians (BT), Behavior Specialist Consultants (BSC), and Mobile Therapists (MT) who collaborate with the District to support our students. Social work services is also provided to students which is contracted with LIU #18-5 days a week.

5. Describe the district restraint procedure.

The district will only refer to a restraint procedure if and only if least intrusive measures have not be successful. The district defines a restraint as, to control acute or episodic aggressive behavior, may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.[1] Procedures: The Director of Special Education or designee shall notify the parent/guardian about the use of a restraint that was used to control aggressive behavior with a student. The District shall convene an IEP meeting within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.[1] The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if:[1] The restraint is used with specific component elements of a Positive Behavior Support Plan. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. Staff are authorized to use the restraint and have received appropriate training. Positive Behavior Support Plan includes efforts to eliminate the use of restraints. Each student's IEP will include the following statement and is discussed at the meeting : A restraint or the use of the sensory room will only be used by trained staff when positive interventions have failed or XXXX's behavior poses serious harm to himself or others. (This includes staff or other peer in the classroom). Board Policy 100-Behavior Support has been adopted on 5/17/2021: Positive Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A Positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education. Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards. Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following: Briefly holding a student, without force, to calm or comfort the student. Guiding a student to an appropriate activity. Holding a student's hand to escort the student safely from one area to another. Hand-over-hand assistance with feeding or task completion. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. Seclusion - confinement of a student in a room, with or without staff supervision in the same room at all times, in order to provide a safe environment to allow the student to regain self-control. Seclusion: The district permits involuntary seclusion of a student for a limited period of time in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. District staff shall provide continuous supervision of students in seclusion, which need not always involve presence of staff within the same room. The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.[1] Aversive Techniques: The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:[1] Corporal punishment. Punishment for a manifestation of a student's disability. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit. Noxious substances. Deprivation of basic human rights, such as withholding meals, water or fresh air. Suspensions constituting a pattern as defined in state regulations.[11]

Treatment of a demeaning nature. Electric shock. Methods implemented by untrained personnel. Prone restraints, which are restraints by which a student is held face down on the floor.

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.

There are no concerns of placing students on Instruction Conducted in the Home or students who are at risk for a 30 day time frame for an appropriate educational placement. The District reports having no difficulties in providing a Free Appropriate Public Education (FAPE) to our students. If the District experienced difficulties with educational placement, the District would utilize the Child and Adolescent Service System Program (CASSP). The CASSP team members can include District Administration, Special Education Teachers, School Psychologist, Parents, Intermediate Unit Personnel, Outside Agency Personnel, MH/DS Personnel, Psychiatrists, Children and Youth, and any other agencies that are individuals involved with the child. The initial meeting identifies the child's needs and an action plan is developed. Participants are assigned responsibilities in obtaining the teams goal. A second meeting is held to ensure progress is occurring on the implemented action plan. This process continues until an educational placement is achieved for the student.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Procopchak	Multiple	Full-time (1.0)	02/10/2022 01:24 PM

Building Name		
Ross El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are on the therapist's case load from ages 5-12 however, students are grouped in their therapy sessions within a 3 year age range.		0.46

Building Name		
Lake-Lehman JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 20
Age Range Justification		FTE %
Students are on the therapist's case load from ages 12-20 however, students are grouped in their therapy sessions within a 4 year age range.		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Fauerbach	Elementary	Full-time (1.0)	02/10/2022 01:25 PM

Building Name		
Lake-Noxen 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 on the therapist's case load from ages 5-12 however, students are grouped in their therapy sessions within a 3 year age range.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Ignatovich	Elementary	Full-time (1.0)	02/10/2022 01:25 PM

Building Name		
Lehman-Jackson 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 on the therapist's case load from ages 5-12 however, students are grouped in their therapy sessions within a 3 year age range.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Gallagher	Elementary	Full-time (1.0)	02/10/2022 01:25 PM

Building Name	
Lake-Noxen El Sch	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	20
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Volkel	Elementary	Full-time (1.0)	02/10/2022 12:09 PM

Building Name

Lake-Noxen El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Blazaskie	Elementary	Full-time (1.0)	02/10/2022 12:08 PM

Building Name		
Lake-Noxen 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	10 to 12
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Gaus	Elementary	Full-time (1.0)	02/10/2022 12:07 PM
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Building Name		
Lake-Noxen 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	8 to 10
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Williams	Elementary	Full-time (1.0)	02/10/2022 12:17 PM

Building Name		
Lake-Noxen 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	6 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Supey	Elementary	Full-time (1.0)	02/10/2022 12:01 PM

Building Name		
Lehman-Jackson El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.5

Building Name		
Lehman-Jackson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10

Age Range Justification	FTE %
	0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Connell	Elementary	Full-time (1.0)	02/10/2022 11:59 AM

Building Name	
Lehman-Jackson 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
School District	Elementary
	Age Range
	10 to 12
Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Spencer	Elementary	Full-time (1.0)	02/10/2022 11:49 AM

Building Name	
Lehman-Jackson 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	8 to 10
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Feinauer	Elementary	Full-time (1.0)	02/10/2022 11:48 AM

Building Name		
Lehman-Jackson 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	6 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Shipula	Elementary	Full-time (1.0)	02/10/2022 11:47 AM

Building Name		
Ross 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	6 to 10
Age Range Justification		FTE %
Most students age range is from 8 years old to 10 years old except for (1) student who is 6 years old; an age waiver has been signed by the parent on 9/7/2021		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Klaiss	Elementary	Full-time (1.0)	02/10/2022 11:36 AM

Building Name	
Ross 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	10 to 12
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Harrison	Secondary	Full-time (1.0)	06/21/2022 09:44 AM

Building Name	
Lake-Lehman JSHS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades 7-12)	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	10
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
***This is a Junior High Life Skills class; grades 7-9	0.5

Building Name	
Lake-Lehman JSHS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades 7-12)	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	10

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
This is a High School Life Skills class; grades 10-12 *One student is 20 years old; continuing his education with a waiver (2/7/2022) in the life skills program until he exceeds the age limit of 21 years of age		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Little	Secondary	Full-time (1.0)	06/21/2022 09:47 AM

Building Name		
Lake-Lehman JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

Building Name		
Lake-Lehman JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Pryor	Secondary	Full-time (1.0)	06/21/2022 09:49 AM

Building Name	
Lake-Lehman JSHS	
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
Nice	Secondary	Full-time (1.0)	06/21/2022 09:57 AM

Building Name		
Lake-Lehman JSHS		
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
Pellegrino	Secondary	Full-time (1.0)	06/21/2022 09:58 AM

Building Name		
Lake-Lehman JSHS		
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
Davis	Secondary	Full-time (1.0)	06/21/2022 09:59 AM

Building Name		
Lake-Lehman JSHS		
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	13 to 16
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Finarelli	Secondary	Full-time (1.0)	06/21/2022 10:00 AM

Building Name		
Lake-Lehman JSHS		
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	13 to 16
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Whitesell	Secondary	Full-time (1.0)	06/21/2022 10:02 AM

Building Name	
Lake-Lehman JSHS	
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
Perillo	Secondary	Full-time (1.0)	01/31/2022 02:05 PM

Building Name

Lake-Lehman JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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

Special Education Facilities

Building Name		Room #
Lake-Lehman JSHS		707
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-01-31		
Uploaded Files		
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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 #
Lake-Lehman JSHS		201
School Building		Building Description
Junior 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 29 feet, 0 inches	783sqft	27
Implementation Date		
2022-01-31		
Uploaded Files		
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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 #
Lake-Lehman JSHS		702
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-01-31		
Uploaded Files		
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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 #
Lake-Lehman JSHS		102
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
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
Implementation Date		
2022-01-31		
Uploaded Files		
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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 #
Lake-Lehman JSHS		403
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
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2022-01-31		

Uploaded Files
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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 #
Lake-Lehman JSHS		401
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 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-01-31		
Uploaded Files		
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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	
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Building Name		Room #
Lake-Lehman JSHS		104
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
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2022-01-31		
Uploaded Files		
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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 #
Lake-Lehman JSHS		206
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
24 feet, 0 inches x 27 feet, 0 inches	648sqft	23
Implementation Date		

2022-01-31
Uploaded Files
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8 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 #
Lake-Lehman JSHS		709
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 27 feet, 0 inches	756sqft	27
Implementation Date		
2022-01-31		
Uploaded Files		
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9 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 #
Ross 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
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-01-31		
Uploaded Files		
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10Assurance 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 #
Ross 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
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30

Implementation Date
2022-01-31
Uploaded Files
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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 #
Lake-Noxen El Sch		109
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 26 feet, 0 inches	546sqft	19
Implementation Date		
2022-01-31		
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12 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 #
Lake-Noxen El Sch		211
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, 0 inches x 34 feet, 0 inches	646sqft	23
Implementation Date		
2022-01-31		
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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 #
Lake-Noxen El Sch		201
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 25 feet, 0 inches	600sqft	21
Implementation Date		
2022-01-31		
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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	

Building Name		Room #
Lake-Noxen 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
24 feet, 0 inches x 33 feet, 0 inches	792sqft	28
Implementation Date		
2022-01-31		
Uploaded Files		
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15 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 #
Lake-Noxen 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
28 feet, 0 inches x 25 feet, 0 inches	700sqft	25
Implementation Date		
2022-01-31		
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16Assurance 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 #
Lake-Noxen El Sch		214 & 215
School Building		Building Description
Elementary		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
44 feet, 0 inches x 29 feet, 0 inches	1276sqft	45
Implementation Date		
2022-01-31		
Uploaded Files		
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17Assurance 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 #
Lehman-Jackson 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
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2022-01-31		
Uploaded Files		
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18Assurance 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 #
Lehman-Jackson El Sch		113
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2022-01-31		
Uploaded Files		
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19Assurance 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 #
Lehman-Jackson El Sch	127
School Building	Building Description

Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2022-01-31		
Uploaded Files		
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20Assurance 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 #
Lehman-Jackson El Sch		133
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 24 feet, 0 inches	648sqft	23
Implementation Date		
2022-01-31		
Uploaded Files		
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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 #
Lehman-Jackson El Sch		121
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-01-31		
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 #
Ross El Sch	Conference Room 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
15 feet, 0 inches x 12 feet, 0 inches	180sqft	6
Implementation Date		
2022-01-31		
Uploaded Files		
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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 #
Lake-Lehman JSHS		303
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
Implementation Date		
2022-06-21		
Uploaded Files		
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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	

Special Education Support Services

25Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Paraprofessionals	5	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	4	Elementary	District
Paraprofessionals	5	Secondary	District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Occupational Therapist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Transition Coordinator	1	Secondary	Contractor
Guidance Counselor	5	District Wide	District
Other	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
National Autism Conference			
Lead Person/Position		Year of Training	
Tina Antonello-Portee		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	4 days	PaTTAN Other	General Education Teachers Parents Paraprofessionals

Description of Training			
April 21st 2022 Sean Barron: Autism from the Inside Out and the Outside In (archived webinar)			
Lead Person/Position		Year of Training	
Sean Barron		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Care Training			
Lead Person/Position		Year of Training	
Molly Company & Brenda Morris		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
12	4	District	Special Education Teachers

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Description of Training			
An Introduction to Positive Behavior Supports (video-FID day)			
Lead Person/Position		Year of Training	
James Palmiero (Director of Pattan Pittsburg)		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Safety Care Recertification			
Lead Person/Position		Year of Training	
Molly Company & Brenda Morris		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	Paraprofessionals

Description of Training			
Alice Training Recertification			
Lead Person/Position		Year of Training	
Tracey Liaperla		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Paraprofessionals

Description of Training			
First Aid/CPR/AED Recertification			
Lead Person/Position		Year of Training	
Red Cross		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	Other	Paraprofessionals

Transition

Description of Training			
PA Community on Transition Webinar Series Part 1 (video-FID day)			
Lead Person/Position		Year of Training	
Ryan Romanoski, Everett Diebler, Kim Robinson, Kellty Arnold, Amy Millar		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
After 22: Family is the Key to Achieving & Thriving (archived webinar)			
Lead Person/Position		Year of Training	
Keith Jones		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	PaTTAN	Parents

Description of Training			
Practical Solutions Series: Secondary Transition From High School to Adult Life (archived webinar)			
Lead Person/Position		Year of Training	
Brook Wylo		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	PaTTAN	Parents Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
MTSS: The Science of Reading and Evidence-Based Literacy Practices Across the Tiers (video-FID day)			
Lead Person/Position		Year of Training	
Dr. Wendy Farone		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Monthly Training Topics			
Lead Person/Position		Year of Training	
Luzerne & Wyoming Counties Right to Education Local Task Force 18		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	10 per year	Other	Building Administrators Central Office Administrators General Education Teachers

			Parents Paraprofessionals Special Education Teachers Other
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Description of Training			
Parent Involvement is an Integral Part of Program-Wide Success (video)			
Lead Person/Position		Year of Training	
Penn State University		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Parents

Description of Training			
IEP Basics for Parents (power point presentation)			
Lead Person/Position		Year of Training	
Laura Yates		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	PaTTAN	Parents

IEP Development

Description of Training			
Modifications for Regular Education Teachers			
Lead Person/Position		Year of Training	
Dr. Orock & Tina Antonello-Portee		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators

			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

