

Penncrest SD

Special Education Plan Report

07/01/2015 - 06/30/2018

District Profile

Demographics

18741 State Hwy 198
 P.O. Box 808
 Saegertown, PA 16433
 (814)337-1600
 Superintendent: Constance Youngblood
 Director of Special Education: Patti Fiely

Planning Committee

Name	Role
Megan Cunningham	Ed Specialist - Other : Special Education
Tae Daddio	Elementary School Teacher - Special Education : Special Education
Abby Eldred	High School Teacher - Special Education : Special Education
Patti Fiely	Special Education Director/Specialist : Special Education
Theresa Goldsmith	High School Teacher - Special Education : Special Education
Suzanne Hanaway	Parent : Special Education
Anthony Iapalucci	Ed Specialist - School Psychologist : Special Education
Darlene Julio	High School Teacher - Special Education : Special Education
Margo Kralj	Elementary School Teacher - Special Education : Special Education
Julie Lyon	Administrator : Special Education
Angie Mumford	High School Teacher - Regular Education : Special Education
Amy Prenatt	Elementary School Teacher - Special Education : Special Education
Kristin Sherry	Ed Specialist - School Psychologist : Special Education
Katie Sisco	High School Teacher - Special Education : Special Education
Jennifer Slayton	High School Teacher - Special Education : Special Education

Claire Smith	High School Teacher - Special Education : Special Education
Kim Thomas	Elementary School Teacher - Special Education : Special Education
Terry Vogt	Elementary School Teacher - Special Education : Special Education
Constance Youngblood	Administrator : Special Education
Lisa Zirkle	Elementary School Teacher - Special Education : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 539

Identification Method

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

The ability-discrepancy model is used to determine whether a specific learning disability (SLD) is present, with IST/Title I intervention and classroom assessment data compared to the results of these norm-referenced assessments. An ability-achievement discrepancy is only one indication of SLD; the student's intervention history and other factors are further assessed and taken into account when final determination of SLD is made. The district initiated the planning for RtII implementation. A committee was established to review current data relating to reading, writing, math, and behavior. This committee will develop a plan of action to address all areas based on student data. The District has committed to building Professional Learning Communities within each building over the past few years. The data teams will help the district move forward with the RtII model.

Prior to being referred, students are provided with interventions for their area of weakness via the ESAP/Instructional Support Team Process (K-6), Title I Reading (K-3), and Building Level Teams (7-12). This intervention data, along with all other relevant data (state & local assessments, classroom diagnostics, and intervention/extension progress), is reviewed to determine their need for further evaluation if they do not make sufficient progress. The ability-discrepancy model is used to determine whether a specific learning disability (SLD) is present, with IST/Title 1 intervention and classroom assessment data compared to the results of these norm-referenced assessments. An ability-achievement discrepancy is only one indication of SLD; the student's intervention history and other factors are further assessed and taken into account when final determination of SLD is made.

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>

Enrollment Differences:

Category	District Enrollment	State Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
Autism	9.2%	8.6%	False	PENNCREST School District is slightly above the state average with regard to identifying students with Autism Spectrum Disorder.	
Deaf-Blindness	--%	0.02%	False	PENNCREST School District is below the state average with regard to students identified as Deaf-Blind.	We have three residential treatment facilities and therapeutic foster homes within our areas that impact these numbers. We will be taking a very close look at those students who have been referred for emotional and behavioral problems and provide increased opportunities and awareness for community mental health services. We are including more School Wide Effective Positive Behavioral Supports and School based Mental Health Services.
Emotional Disturbance	12.1%	8.6%	True	PENNCREST School District is above the state average with regard to identifying students with Emotional Disturbances.	We are also building capacity amongst our staff to understand

and support students with emotional disturbances. This has been a focus of the SSHS grant.

Hearing Impairment including Deafness	--%	1.0%	False	PENNCREST School District is below the state average with regard to identifying students with Hearing Impairment.
Intellectual Disability	8.2%	7.1%	False	PENNCREST School District is slightly above the state average with regard to identifying students with an Intellectual Disability.
Multiple Disabilities	2.5%	1.1%	False	PENNCREST School District is slightly above the state average with regard to identifying students with Multiple Disabilities.
Orthopedic Impairment	--%	0.3%	False	PENNCREST School District is below the state average with regard to identifying students with Orthopedic Impairments.
Other Health Impairment	12.8%	11.2%	False	PENNCREST School District is slightly above the state average with regard to identifying students with Other Health Impairments.
Specific Learning Disability	40.6%	45.4%	False	PENNCREST School District is below the state average with regard to identifying

Speech of Language Impairment	13.1%	16.0%	False	students with Specific Learning Disabilities. PENNCREST School District is below the state average with regard to identifying students with Speech-Language Impairment.
Traumatic Brain Injury	--%	0.2%	False	PENNCREST School District is below the state average with regard to identifying students with Traumatic Brain Injury.
Visual Impairment including Blindness	--%	0.4%	False	PENNCREST School District is below the state average with regard to identifying students with Visual Impairment including Blindness.

Ethnicity Enrollment Differences

Category	District Enrollment	Spec. Ed. Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
American Indian/Alaskan Native	--%	--%	False	NONE	
Asian	--%	--%	False	NONE	
Black or African American	0.6%	--%	False	PENNCREST School District is slightly above the state average with regard to identifying students that are Black or African American.	
Hispanic	1.0%	-%	False	PENNCREST School	

Multiracial	3.4%	--%	False	District is slightly above the state average with regard to identifying students that are Hispanic. PENNCREST School District is slightly above the state average with regard to identifying students that are Multiracial for services.
Native Hawaiian/Other Pacific Islander	--%	3.2%	False	NONE
White (Non-Hispanic)	94.5%	94.5%	False	PENNCREST School District at the same level as the state average with regard to identifying students that are White.

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?

1. The district meets obligations under Section 1306 by contracting with the Intermediate Unit to provide special education programming to eligible students. The district provides transportation and transition services to students enrolled in 1306 settings (Bethesda Partial Hospitalization Program, Bethesda Children's Home residential program/on-ground school, Hermitage House on-grounds school, and Vision Quest). The district special education supervisor, LEAs, and school psychologists attend MDT and IEP meetings for eligible students; district staff, including a behavior specialist consultant, are available for consultation.

Monthly screening/update meetings between families, CASSP (Child and Adolescent Service System

Providers) and Bethesda staff for students in Partial Hospitalization Program are conducted.

2. The District ensures that students receive a free, appropriate public education in the least restrictive environment by being actively involved in monitoring special education plans for eligible students and working with the IEP team to determine where the appropriate educational placement is located.

3. Problems/barriers, at times, exist due to miscommunication between outside mental health agencies, parents, school personnel, and medical professionals. The district actively pursues collaboration with these entities to resolve differences, and frequently accesses the Crawford County CASSP coordinator. At times, there can be a delay in communication from and to the legal guardians for students residing in 1306 locations. In addition to the communication challenges, it is also difficult to get educational records in a timely manner to assist in the decision making process. The financial burden imposed by educating students within 1306 settings is an ongoing concern.

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).

PENNCREST School District operates the Incarcerated Youth Education Program and continues to have an amiable working relationship with the Crawford County Correctional Facility. The warden has worked closely with district administrators and has continued to offer excellent cooperation and collaboration with the school district. A special education certified teacher is employed to provide instruction. The district provides secondary guidance counseling services for all enrolled students.

Program Implementation:

The CCCF sends a list of inmate intakes to the PENNCREST special education office daily or as there are new arrivals. The list is checked to determine the birth date of the inmate for public school eligibility. If the inmate is under 21 years of age, the special education certified teacher of the Incarcerated Youth program is notified to complete an Information and Interest survey indicating that the student has not graduated from school and is eligible to participate. This form is sent to the Records Center, which notifies the student's home school district to send all records to PENNCREST. When the records are received, they are reviewed to determine whether the student had received special education services. The records are also sent to the designated secondary guidance counselor to determine graduation credits which the student has earned and which are still needed to gain a PENNCREST high school diploma. The secondary guidance counselor has also developed a transition curriculum to help prepare the students for a realistic future. The teacher has recently reached out to the Crawford County Read Program (CCRP) to form a partnership that enables students unable to graduate before turning 21 years of age to finish their education through the CCRP adult education diploma program.

This curriculum includes:

Individual meetings All enrolled students discuss with the counselor, previous schooling, plans for their future, their learning abilities and reasons/goals for attending school.

Career Assessments: Administration of the C.O.P.S.; Career Interests and Aptitude

Technology: Students have access to computers and are soon to be provided with iPads to use inside the classroom. Students develop computer literacy skills using Microsoft Excel, PowerPoint, Publisher, and Word, as well as iTunesU.

Computer Software Program: CHOICES which includes an interest inventory, skills inventory

Individual Discussions: Resume writing, realistic post-secondary school planning and SAT/ACT preparation

Small Group and Individual Groups: Discussion topics include: anger management, decision making, conflict resolution, communication skills, identifying personal strengths and weaknesses, interpersonal skill, goal setting and plans to achieve set goals.

Individual Tests: Administers the Keystone Exams to eligible students
If the student is eligible to receive special education services, the parents are notified to participate with PENNCREST principal, psychologist, teacher, and supervisor of special education in the MDT and IEP meeting. The special education office coordinates referrals for special education evaluation for students who are thought to be eligible in cooperation with the parents, assigned teacher, and guidance counselor.

Students who are interested in receiving an education leading to a high school diploma and are eligible for public school education are immediately placed into the program while the records review is being conducted. Many students do not remain incarcerated long enough to earn a high school diploma, but during the 2009-2014 school years, 5 students received a PENNCREST diploma. This is a source of pride for the professionals working in the program.

Daily curriculum records and progress reports are maintained and will be sent as requested as the student leaves CCCF, whether to a local school or to another correctional facility. Each student maintains a school portfolio which may be presented to a judge or a hearing officer at the student's discretion, and many students have taken advantage of this opportunity.

The CCCF provides teaching, storage and office space for the program. The program operates daily from 8:00 am to 3:25 pm. The school day may be altered as needed to educate youth who are not permitted, because of CCCF security regulations, to mingle with the other students. These would include females, students with unusual charges, or students with severe educational needs. Students who are on restricted housing or another specialized in-house program are offered the opportunity to complete schoolwork and meet individually with the teacher.

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.

1. The PENNCREST School District continues to be committed to providing special education and related services in the least restrictive setting that meets each student's specific needs as determined by the IEP team. IEP teams will continue to determine the setting of service provision on an individual basis remembering that specially designed instruction can be delivered both in and outside of the special education setting and can be supported through the use of individually selected supplemental aids and services. The IEP team considers all of a student's strengths, weaknesses, and needs in identifying appropriate programming options.

There is a high percentage of pre-K through grade 12 students who receive the majority of their special education services within the regular education setting and in their home school setting. There are currently no students within the regular school buildings who receive 100% of their programming in a special education setting. Even students with very severe disabilities participate with nondisabled peers to the maximum extent, possible (for example, during specials, adaptive PE, and morning meeting). In addition, reverse inclusion (peer mentors and tutors) is used to help students with disabilities. Many paraprofessionals and instructional staff support students in a variety of regular education settings as determined by the IEP team.

Secondary learning support staff participates in monthly drop-out prevention meetings focusing on Indicators 1 and 2 (Graduation Rates and Drop-Out Prevention) with administrators, guidance counselor and the school psychologist in order to discuss special education students. Student's risk factors are analyzed and strategies to support successful continuation in education are developed. PENNCREST operates an elementary level (K-6) Life Skills Support program, and is considering expanding this to the secondary level. Emotional support classrooms are provided at the elementary and secondary levels. In addition, PENNCREST hosts IU-5 operated Multiple Disabilities Support programs for students in K-12 within the home district.

PENNCREST has historically accepted students from local residential facilities into the public school setting. The educational team considers general education in the public school setting first for all students. Whenever it is determined that a student in placement would benefit from attending public school and has been receiving special education services in the placement facility, the facility representative contacts the district special education office and arrangements are made for the student's registration and appropriate programming is developed. In addition, PENNCREST special

education staff (including special education supervisor and psychologists) meet monthly to review and update student cases at Bethesda Children's Home.

2. The District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives by providing consultation between regular and special education teachers as a support to school personnel in every IEP. Supplementary aids and services are considered and implemented, based on each student's individual need, by the IEP team prior to removing a student from the general education setting. Consultation is held with the following personnel as applicable: school psychologists, guidance counselors, assistive technology consultant, Autism behavior consultant (a master's level behavioral specialist who works with student, education staff, agency staff and families), occupational and/or physical therapists, speech/language pathologists, itinerant vision specialist, itinerant hearing specialist, school nurse, Behavioral Health Rehabilitation Services staff, school-based mental health (including Project SOAR/ROAR staff), School Wide Positive Behavior Support staff, transition facilitator, reading specialists, instructional support staff, lunch/cafeteria staff employed by Nutrition, Inc. (for students with severe food allergies). PENNCREST is sending two staff members to be trained in Youth Mental Health First Aid. They will return to the district and train groups of staff.

In addition to consultation with the aforementioned personnel, the team provides supplementary aides and services in an attempt to keep students in the general education environment to the maximum extent possible, including but not limited to the following: co-teaching, social skills instruction, transition services, paraprofessional support for inclusion, adaptive physical education, adapted textbooks, online/technology resources for some curricular areas, and leveled reading books. PENNCREST is participating in the Co-Teaching PLC training offered by PDE through PaTTAN for administrators. We have received a performance grant to help expand our implementation and program usage.

PENNCREST education staff actively engages parents to collaborate on educational placement decisions. A high number of parents either attend MDT and IEP meetings in person, or participate in these meetings by phone. In addition, teachers are in frequent contact -- including email, notebook, and phone communication -- with parents in order to check in, discuss educational programming, and student progress. Additionally, all school families are given information on how to access student grades and school information online.

The district is committed to providing all district staff members on-going professional development in order to effectively support students with disabilities within the general education setting to the maximum extent possible. Supplemental aids and services are provided as outlined in the individual IEPs within the general education setting and the regular education staff will continue to be supported by the special education staff, which includes special education teachers and paraprofessionals, in the building. At the elementary and secondary level, teams of teachers, principals, and counselors meet weekly in Professional Learning Communities and data review teams to discuss individual student progress and to plan intervention activities.

A district wide in-service for professional and paraprofessional staff at all levels in the fall of 2014 addressed co-teaching and collaboration in order to promote progress of all students. At Maplewood High School, the RENEW program is being piloted in the 2014-2015 school year. School-wide positive behavior support programs are in various stages of implementation in all buildings district-wide.

The district provided staff from each elementary school (including principals, counselors, special and regular education teachers, psychologists, and IST teachers) with training in the Elementary Student Assistance Program model. The ESAP team in each building is integrated with the IST/BLT process.

The district is replicating the following evidence-based programs: School Wide Positive Behavior Support (based on RTII model for behavior, developed in coordination with IU5 and PaTTAN staff), Trauma-Focused Cognitive Behavioral Therapy (in coordination with local mental health agency), school based mental health (in coordination with local mental health agency), Intervention/Extension periods (based on RTII model for instruction), Student Assistance Program (at both Elementary and Secondary levels), Diversion program (sponsored by local mental health agency, to address truancy issues), Co-Teaching models, and RENEW.

Many district staff members are trained in evidence-based literacy and/or reading intervention programs such as Orton-Gillingham, LLI, Title 1, and Reading Recovery.

The district is implementing an iPad initiative to provide each student with an iPad. This initiative offers our students the ability to better access the general education curriculum.

Ongoing professional development opportunities (including literacy, math, behavior, progress monitoring, inclusion, Autism, and differentiated instruction) are provided by district staff, IU, PDE/PaTTAN, or university-based consultants. Each year the PENNCREST School District sends teachers from each building to the annual "Making A Difference" conference.

3. PENNCREST School District meets the State Performance Plan (SPP) targets for the number of Special Education students inside the regular classroom for 80% or more of the school day. The district also meets the SPP targets for the number of Special Education students inside the regular classroom for less than 40% of the school day. The district was slightly above the SPP target (3.3% target – 3.8% PENNCREST) for the number of Special Education students in other settings.

However, the district was well below the state percentage of 5.0. One reason for the slightly elevated number is due to students who have a medical necessity for mental health support in a partial hospitalization setting. Occasionally, a small number of PENNCREST students have a need to be included in programs, which are run by the Intermediate Unit. These placements are based on IEP team decisions after a full-continuum of supplementary aids and services were implemented, discussed, and/or considered.

When it is necessary for students to be educated outside of the school district, their cases are regularly reviewed and monitored. The students are returned to the home school district once the IEP team determines that the student needs can be met in a less restrictive environment.

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.

PENNCREST policy 113.2 (see below) governs behavioral support. Policy 113.2 stipulates that behavior supports be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. All schools in the district are implementing the School Wide Positive Behavior Support model. All high schools have implemented a Refocus Room alternative to traditional In School Suspension, and continue to provide de-escalation and retraining opportunities within this setting. Cambridge Springs Elementary and Maplewood Elementary are working in collaboration with Family Services of Northwestern PA and Value Behavioral Health to continue Project SOAR and ROAR, school-based mental health models.

For individual students with severe needs, and for the three Emotional Support programs, the district contracts with a local BHRS agency to provide Behavior Specialist Support in school. District and contracted staff continue to provide ongoing consultation to IEP teams and in-service training to teachers and paraprofessionals on positive behavior management strategies.

Two district staff members are certified by the CPI Institute to be trainers in Non-Violent Physical Crisis Intervention, and these staff provide training leading to certification for other district staff, including administration, counselors, teachers, paraprofessionals, and contracted behavior specialists. PENNCREST has more than 90 staff members trained in Non-Violent Crisis Prevention. PENNCREST has also supplemented the Safe Schools Healthy Student's Program. This program is provided through a federal grant and targets mental health needs through collaboration with the school, community and county services. As a part of this grant, three PENNCREST staff members will be trained in the Youth Mental Health First Aid. This is an evidence-based program to help provide support and awareness for students with mental health issues. Following the training, the three staff members will be certified to facilitate training for other staff members, community members and county agencies.

At Maplewood High School, Project RENEW has been implemented. This is a tier 3 intervention to support students who display a high-risk of potential drop-out. The district also provides SAP services through professional counselors along with trained school staff. The SAP program supports students who display problems that are affecting their success in the academic setting. Additionally, all schools are participating in the Avedum program which focuses on suicide prevention.

At the secondary level, transition services and planning are always discussed and included on IEPs and/or positive behavior support plans. PENNCREST employs a transition coordinator to assist and support staff and students with career exploration and preparation for future plans.

POLICY:

No. 113.2

SECTION: PROGRAMS

TITLE: BEHAVIOR SUPPORT

ADOPTED: May 12, 2011

REVISED: August 8, 2013

REVIEWED: July 2, 2013

PENNCREST

SCHOOL DISTRICT

113.2. BEHAVIOR SUPPORT

1. Purpose

Title 22 Sec. 14.133, 14.145 20 U.S.C.

Sec. 1414(d) 34 CFR

Sec. 300.114, 300.324(a)

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.

2. Authority

Title 22 Sec. 14.133 20 U.S.C.

Sec. 1414(d), 1415(k)

34 CFR Sec. 300.34(c), 300.324(a), 300.530(d), (f)

Pol. 113, 113.1, 113.3

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

3. Definitions

Title 22 Sec. 14.133

The following terms shall have these meanings, unless the context clearly indicates otherwise. Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.

Behavior support - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

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:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. 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.
6. 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.

Pol. 113

Seclusion - confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

4. Delegation of Responsibility

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations. The Superintendent or designee shall develop administrative guidelines to implement this policy.

Title 22 Sec. 14.133

The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.

Title 22 Sec. 14.133

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

5. Guidelines

Title 22 Sec. 14.133 34 CFR

Sec. 300.324(a)

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Physical Restraints

Title 22

Sec. 14.133

Restraints 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.

Title 22

Sec. 14.133

The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team 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.

Title 22

Sec. 14.133

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 only if:

1. The restraint is used with specific component elements of a positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff are authorized to use the restraint and have received appropriate training.
4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints

Title 22

Sec. 14.133

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Seclusion

The district permits involuntary seclusion of a student 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.

Title 22

Sec. 14.133

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

Aversive Techniques

Title 22

Sec. 14.133

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

1. Corporal punishment.

2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.

Title 22

Sec. 14.143

6. Suspensions constituting a pattern as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral To Law Enforcement

SC 1302.1-A

Title 22

Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 14.104, 14.133

20 U.S.C. Sec. 1415(k)

34 CFR

Sec. 300.535

Pol. 103.1, 113, 113.1, 218, 218.1, 218.2, 222, 227, 805.1

Title 22

Sec. 10.23, 14.133

Pol. 113.3

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan. Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.

Title 22

Sec. 14.133

Title 22

Sec. 10.23, 14.133

Title 22

Sec. 10.23, 14.104

Pol. 113, 805.1

Title 22

Sec. 10.23, 14.104, 14.133

Pol. 113, 805.1

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.

Relations With Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district. The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.

References:

School Code – 24 P.S. Sec. 1302.1-A, 1303-A

State Board of Education Regulations – 22 PA Code Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 14.104, 14.133, 14.143, 14.145

Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.

Individuals With Disabilities Education Act, Title 34, Code of Federal Regulations – 34 CFR Part 300

Pennsylvania Training and Technical Assistance Network, Questions and Answers on the Restraint Reporting Requirements and System, June 2009 – www.pattan.net

Board Policy – 000, 103.1, 113, 113.1, 113.3, 218, 218.1, 218.2, 222, 227, 805.1

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.

1. There have been instances of difficulty ensuring FAPE for a few students who have had significant behavioral and cognitive disabilities. County agencies, the local Intermediate Unit and the district have collaborated effectively, and in all cases thus far, have been able to provide appropriate supports and services for these students. In some cases students have been enrolled in nearby district programs or an Approved Private School for services. The decision on programming and how to effectively provide FAPE is always done through the IEP team process.
2. Within the school district there is a residential facility that allows for placement of ES students in their on-grounds ES programs when deemed appropriate by the IEP team. This option has permitted a number of district students the opportunity to remain in school and graduate because they needed an alternative ES program. In addition, these residential facilities offer a full day Partial Hospitalization program with full time academic instruction by a certified special education teacher along with the mental health component. An LEA is present at all IEP meetings and principal notes are documented. PENNCREST was awarded the Safe Schools Healthy Students Grant to help in collaborating with schools, parents and the community. Through the grant, the District was able to expand PBIS district wide and increase collaboration with the county agencies, schools, clergy, law enforcement and parents. The district has an in-school mental health service in 2 of our elementary schools (ROAR/SOAR). Trauma Focused Therapy is available in one high school. The District has an established process for identifying and programming for students in need of Adapted PE.

The district uses the consultative services and supports provided by the Northwest Tri-County Intermediate Unit # 5. They assist in providing direct consultation and support to schools and have assisted the staff in effectively supporting students in the least restrictive environment. In addition to providing on-site consultation, they participate in teams/staffings to develop and/or revise specific strategies and supports. The district is supported by PaTTAN and has utilized their services frequently when having difficulty with specific programming. Through Interagency collaboration, district staff is able to meet with local county officials (CASSP teams & CYS) and mental health providers on a regular basis to discuss and plan for individual student cases.

The district has contracted with the IU to have an Autism Consultant 2 days per week. The consultant meets with teachers and students to help effectively plan for students.

Hard-to-Place Students

The district has had a collaborative and cooperative relationship with the local county human service agencies for many years. When faced with students that are difficult to place, all stakeholders meet to discuss resources and programs that may support these students. The local Mental Health provider (CASSP - MH Base Service Unit) has historically worked collaboratively with the school district to provide for the most significantly impaired students. The district has continuously worked in tandem with multiple agencies so that school/family /community settings are fully supported. Administrators are actively involved in all meetings relating to these students. The IU Interagency Support Consultant services have also been used. In the previous school years, a student with severe mental health needs was placed on a homebound instruction per psychiatric request. - The district provided homebound instruction after school hours in the school setting with a special education teacher. The team then met monthly and developed strategies and supports to integrate the student back to school for longer periods of time. By the semester break the student

was fully included in school all day receiving both regular and special education services. The interagency approach to this problem resulted in a successful outcome for the student.

District administrators work closely with the ID service providers and they have been very helpful in coordinating services and programs for students with significant needs. The district utilizes the interagency approach for these students as well as was previously described when needed. In some cases the district has contracted with Valonia to help with transitioning students from the school setting to the work environment.

Improving Program Capacity

3. PENNCREST plans to continue to be closely involved with all community agencies. The Crawford County Interagency Transition Council meets at PENNCREST's Central Office and works together to plan activities for students of transition age. Educator/Provider/CASSP has an Education Committee on which a PENNCREST Special Education Supervisor and psychologist sit as members. This committee has planned and carried out mutual training sessions so that both the schools and the community agencies can gain a better understanding of each other's programs and procedures. An interagency approach is used whenever there are students whose significant disabilities affect their overall performance in school, home and community settings.

PENNCREST is committed to continue to work collaboratively with all community agencies, the local IU and PaTTAN to strengthen the program's capacity to provide effective services for students with disabilities. An emphasis will be placed on working with staff to increase the amount of inclusion opportunities for all students. Consideration will be given to the idea of increasing our Life Skills Programming to the middle and high school levels.

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.

PENNCREST offers a continuum of services for all students. Staff are flexible in schedules and work collaboratively to provide supports and services to meet student needs. The district contracts out through the local IU for Multi-Disabilities Support, Autism Support, 7-12 Life Skills Support, and HI support.

Staff development is provided to staff through various options including In-service days (3 per year), on site training, PaTTAN initiatives, IU 5 offerings, conferences, and independent trainings as appropriate.

Parents are invited to trainings throughout the year. The district offers two specific parent conference style options for parents. One is designed for parents of elementary age students and the other is for secondary. In addition, we have had the IU parent liaison provide parent trainings in the

evenings.

The following are highlights of our programs:

Collaboration between IEP team members

Partnering with parents/family involvement

Partnerships w/ BHRS agencies

Providing annual Parent Conferences at the Elementary level

Providing a Transition Fair for students and parents at the secondary level

A number of students are successful in community-based programming.

Most students are included in regular education for instruction in core subject areas, with adaptations and supports in place in general ed.

Co-teaching Online resources / Technology resources (AT), Availability of low-tech supports (e.g., wobble seats, timers, etc), Career/Technical Center, Transition coordinator, Segue program,

Transition House, Special Olympics and MDS Winter Olympics

PENNCREST believes that special education is a service, not a place, and therefore most students with special needs receive instruction in their home schools.

District administration and teachers use creativity when adapting special education programs to meet the needs of students.

A variety of academic and behavioral supports and resources are available.

Transition IEPs to plan move from 6-7th grade

Preschool transition process

Social skills instruction provided by learning support, emotional support, Life Skills and/or speech therapists.

Executive function strategies integrated into IEPs

Career exploration activities integrated into many secondary school settings (e.g., Industry club, 8th grade career fair, Choices program)

Middle school team meetings

Ongoing staff development on a variety of topics, including Autism, ADHD, behavior supports, classroom management, standards-based IEP writing, best practices, and inclusion.

District staff are surveyed to determine what the staff development needs are and to aid in the planning process.

Schools have active teams for OLWEUS, Aviedum, and SWPBIS/MTSS with student, staff, and parent representation

The district transition facilitator and secondary staff work with community partners to plan 12th grade mock interviews and job readiness practice. We take students to several post secondary training and educational facilities. During the junior year, teacher meet with OVR and county agencies to plan for graduation and services post graduation.

PENNCREST is committed to investing in the development of staff. We send teachers, administrators, community members, and students to local, state, and national conferences that enhance skills. We have CPI trainers and Mental Health First Aide trainers in house.

The District has IST, SAP, and ESAP teams in every building to help with the academic, behavioral, and mental health needs.

Each building has staff trained in Non-Violent Crisis Prevention.

The District continues to incorporate research based practices that are supported by PDE and

PaTTAN (RENEW, SWPBIS/MTSS, Co-teaching, DI).

On going staff development is offered in literacy, co-teaching, Autism, and DI.

The District has implemented a one to one iPad initiative across grades 6-12. Increasing access to technology for all students.

Professional Learning Communities are established and operating in every building. Several district staff members have been trained in the model.

Elementary schools have intervention and extension periods established in their building schedules. Secondary schools have a 9th period tutorial established to help intervene and extend student learning.

All district staff are highly qualified in the areas they provide instruction.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Hermitage House Youth Services	Nonresident	Northwest Tri-County Intermediate Unit #5	2
Crawford County Correctional Facility	Incarcerated	PENNCREST School District	2
Bethesda Childrens Home	Nonresident	Northwest Tri-County Intermediate Unit #5	8

Vision Quest	Nonresident	Northwest Tr-County Intermediate Unit #5	7
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Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Sarah Reed Children's Center	Special Education Centers	Partial Hospitalization/Emotional Support	1
Meadville Middle School	Neighboring School Districts	Life Skills Supports grades 7,8,9 Operated by IU 5	1
Meadville High School	Neighboring School Districts	Life Skills Supports grades 10, 11, 12 Operated by IU 5	4
Crawford County Career and Technical Center	Neighboring School Districts	Life Skills Supports ages 18-21 Operated by IU 5	5
Bethesda Children's Home	Special Education Centers	Partial Hospitalization/Emotional Support	9
Edinboro Elementary School	Neighboring School Districts	Elementary level Deaf/Hearing Impaired Support -IU 5 Operated	2
Edinboro Community Building	Other	Secondary Autistic Support ages 18-21-IU 5 Operated	1
Bethesda Alternative Education	Other	Alternative Education (AEDY)	1
The Barber Center	Approved Private Schools	Life Skills	1
Bethesda Children's Home- On Grounds School	Other	Residential Classrooms	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 9, 2015

Reason for the proposed change: Bringing program profile up to date with current enrollment & programming numbers

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cambridge Springs Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	6	0.5
Justification: Parents have agreed to waive the three year age range when appropriate. Students are generally not in the classroom at the same time.							
Cambridge Springs Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 12	2	0.2
Justification: Students are generally scheduled at separate times for service, however parents have signed the waiver to have their students in the program.							
Cambridge Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	5 to 12	1	0.3
Justification: Students are typically scheduled so that they are not in the classroom at the same time, however parents have signed a waiver to give permission for students to be educated with students outside the 3 year age range.							

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 25, 2014

Average square feet in regular classrooms: 825 sq. ft.

Square footage of this classroom: 864 sq. ft. (24 feet long x 36 feet wide)

Reason for the proposed change: There was room in the Primary hallway to accommodate the move. This puts the primary LS classroom in the primary wing of the building.

Present Class Location: D44

Proposed Class Location: A 3

Length of time class has been in present location: 6 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cambridge Springs Elementary	An Elementary School Building	A building in which General Education programs	Itinerant	Learning Support	5 to 9	7	0.6

		are operated					
Justification: Students are scheduled by grade level. In cases where students are with a class that is outside the 3 year age range, the parents have signed a waiver.							
Cambridge Springs Elementary School	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 9	1	0.4
Justification: Students are scheduled in age group pods and are not in the classroom at the same time. In the event an overlap occurs, the parents have agreed to the age difference by signing a waiver.							

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2015*Reason for the proposed change:* updated rosters**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cambridge Springs Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	9	0.6
Cambridge Springs Elementary	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 13	1	0.4

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2015*Reason for the proposed change:* updated profiles**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cambridge Springs Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	10	0.5
Cambridge Springs Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	1	0.5

Justification: Classes are scheduled based on grad level. If a student is outside the three year age range, the parents have signed a waiver.

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 9, 2015

Reason for the proposed change: updated profile

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	18	0.6
Cambridge Springs Jr. /Sr. High School	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	15 to 19	5	0.4

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 9, 2015

Reason for the proposed change: updated profile

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	16	0.6
Cambridge Springs Jr./Sr. High School	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	15 to 19	1	0.4

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 9, 2015

Reason for the proposed change: updated profile

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	20	0.5
Justification: Students are serviced by grade level. In cases where a student is in a classroom outside the 4 year age range the parent has signed a waiver.							
Cambridge Springs Jr./Sr. High School	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 15	1	0.5

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 9, 2015

Reason for the proposed change: updated profile

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	13	0.5
Cambridge Springs Jr./Sr. High School	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 16	6	0.5

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2015

Reason for the proposed change: updated roster

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Maplewood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	10	0.6
Justification: When students are in a classroom outside the 3 year age range parents have signed a waiver.							
Maplewood Elementary School	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 12	4	0.4
Justification: students in a classroom outside the three year age range have a waiver signed by the parent.							

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2015*Average square feet in regular classrooms:* 896 sq. ft.*Square footage of this classroom:* 750 sq. ft. (30 feet long x 25 feet wide)*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maplewood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	16	1

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2015*Reason for the proposed change:* updated roster**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maplewood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	8	0.6
Maplewood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	3	0.4

Program Position #12*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: February 16, 2015**Reason for the proposed change: updated profile***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maplewood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	9	0.6
Justification: Parents have signed a waiver for students that are in a classroom outside the 3 year age range.							
Maplewood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	2	0.4

Program Position #13*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: February 9, 2015**Reason for the proposed change: updated profile***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maplewood High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	8	0.5
Maplewood High School	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 18	8	0.5

Program Position #14*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: February 9, 2015**Reason for the proposed change: updated profile***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maplewood Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	12	0.5
Maplewood Junior Senior High School	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 16	1	0.5

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2015*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	17	0.5
Maplewood Jr./Sr. High School	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 16	1	0.5

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2015*Average square feet in regular classrooms:* 956 sq. ft.*Square footage of this classroom:* 756 sq. ft. (42 feet long x 18 feet wide)*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maplewood Jr./Sr. High School	A Junior/Senior High School	A building in which General	Itinerant	Learning Support	15 to 19	10	0.5

	Building	Education programs are operated					
Maplewood Jr./Sr. High School	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	15 to 19	7	0.5

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2015*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	15	0.5
Maplewood Jr./Sr. High School	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	15 to 19	5	0.5

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2015*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	1	0.05
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 20	8	0.5

		programs are operated					
Justification: Parents have signed a waiver for students to be in a classroom that is outside the 4 year age range.							
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	13 to 19	4	0.45
Justification: Parents have signed a waiver for students to be in this classroom with students outside the 4 year age range.							

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Average square feet in regular classrooms:* 784 sq. ft.*Square footage of this classroom:* 782 sq. ft. (23 feet long x 34 feet wide)*Reason for the proposed change:* To create grade level pods and have the LS teacher/classroom in the area of the classrooms served.*Present Class Location:* 209*Proposed Class Location:* 205*Length of time class has been in present location:* 6 years**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	12	0.8
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	1	0.2

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2015*Reason for the proposed change:* Updated profile**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Saegertown Elementary School	An Elementary	A building in which	Supplemental (Less Than 80%	Life Skills	5 to 11	7	1

	School Building	General Education programs are operated	but More Than 20%)	Support			
Justification: Parents have signed waivers for students when the classroom group is outside the 3 year age range.							

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Average square feet in regular classrooms:* 784 sq. ft.*Square footage of this classroom:* 780 sq. ft. (26 feet long x 30 feet wide)*Reason for the proposed change:* The principal is putting grade levels in pods. This move puts the LS teacher in the pod near where the regular ed classrooms are.*Present Class Location:* 202*Proposed Class Location:* 212*Length of time class has been in present location:* 4 years**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	9	0.6
Justification: Students are serviced by age and are not typically in groups outside the 3 year age range. In the event of a 5 year old and a 9 year old being serviced at the same time, the parents have signed a waiver,							
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	5	0.4

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2015*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	9	0.6
Saegertown Elementary School	An Elementary	A building in which	Supplemental (Less Than 80%)	Learning Support	8 to 11	3	0.4

	School Building	General Education programs are operated	but More Than 20%)				
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Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2015*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	13	0.6
Saegertown Jr./Sr. High School	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 15	4	0.4

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2015*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Saegertown Jr./Sr. High School	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	15 to 19	10	1

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2015*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 16	17	0.6
Saegertown Jr./Sr. High School	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 16	2	0.4

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2015*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	15	0.6
Justification: when the class is outside the 4 year age range parents have signed a waiver.							
Saegertown Jr./Sr. High School	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 18	6	0.4

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2015*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education	Itinerant	Learning Support	14 to 18	13	0.5

		programs are operated					
Justification: In classes where the age range is outside the 4 year age range the parents have signed a waiver.							
Saegertown Jr./Sr. High School	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	15 to 18	9	0.5

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2015*Reason for the proposed change:* updated profiles**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cambridge Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	50	0.9
Justification: Students are seen as individuals or in small groups according to age and grade level. If students were in a group outside the 3 year age range, the parent will sign a waiver.							
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 16	1	0.1

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2015*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 20	4	0.15

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2015

Reason for the proposed change: updated profile

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 16	2	0.1
Cambridge Springs Jr./Sr. High School	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	11 to 15	6	0.5
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	12 to 16	1	0.34
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	1	0.06

Program Position #31

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 25, 2014

Average square feet in regular classrooms: 784 sq. ft.

Square footage of this classroom: 392 sq. ft. (28 feet long x 14 feet wide)

Reason for the proposed change: The building is reconfiguring to accommodate the addition of 3 regular ed classrooms and the removal of two portable classrooms. This room was originally a Speech Room years ago.

Present Class Location: 105

Proposed Class Location: 301

Length of time class has been in present location: 4 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	47	0.84

Justification: Students are seen individually or in small grade level groups. If there is a service group outside

the 3 year age range parents have signed a waiver and IEP Team decided student needed to be in this instructional group and there is justification in the IEP..							
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 18	10	0.16
Justification: Students are seen in individual or small groups. If there is a group outside the 4 year age range the parents have signed a waiver and the IEP has documented in the IEP that the student needs to be in this instructional group.							

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2012*Average square feet in regular classrooms:* 784 sq. ft.*Square footage of this classroom:* 420 sq. ft. (30 feet long x 14 feet wide)*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maplewood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	43	0.83
Justification: Students are seen in individual or small grade level groups. If there is a group that is outside the 3 year age range a waiver has been signed by the parent.							
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 19	7	0.17
Justification: Students are seen in individual or small grade level groups. If there is a group outside the 4 year age range there has been a waiver signed by the parent.							

Program Position #33*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2015*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	6 to 8	3	1
Justification: When ages span more than 3 years, Parents have signed a waiver for students to participate							

outside the 3 year age range and there is documentation in the IEP as to the reason for the programming decisions.

Program Position #34

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2015

Reason for the proposed change: updated roster

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	12 to 15	4	1

Program Position #35

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2015

Reason for the proposed change: updated profile

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	16 to 21	1	1

Justification: parents have signed an age range waiver.

Program Position #36

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: February 27, 2015

Reason for the proposed change: updated roster

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 12	6	0.1

Justification: VI students are seen individually or in pairs. If they are working with a group outside the 3 year

age range a waiver has been signed.							
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	16 to 17	1	0.04
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	17 to 18	1	0.02
Maplewood High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	12 to 16	2	0.03

Program Position #37*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 27, 2015*Reason for the proposed change:* updated rosters**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	13 to 14	1	0.02
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	18 to 19	1	0.02
Maplewood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 9	1	0.02
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	16 to 20	2	0.1
Justification: Students are seen individually or in small groups. If a student is with a group that is outside the 4 year age range the parent has signed a waiver.							
Saegertown High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	13 to 14	1	0.02

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Supervisor	All Schools	1
School Psychologists	All Schools	2
Paraprofessional -Full Time	Various Schools	33
Paraprofessional -Part time	Various Schools	5
Special Education Secretary	Central Administration Office	1
Special Education Clerical Aide	Central Administration Office	1.5
Transition Facilitator	All Schools	0.85

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Autism Behavior Consultant	Intermediate Unit	2 Days
Three Behavior Specialist for ES Classrooms- Community Alternatives	Outside Contractor	5 Days
1.5 Behavior Specialist Support - Individual Students -through Community Alternatives	Outside Contractor	5 Days
Occupational Therapy	Intermediate Unit	720 Minutes
Physical Therapy	Intermediate Unit	360 Minutes
Assistive Technology	Intermediate Unit	180 Minutes
Speech and Language Support Itinerant for IU run classrooms	Intermediate Unit	1 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Agendas, sign in sheets, and materials generated from the session.
Person Responsible	Patti Fiely
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.5
# of Sessions	1
# of Participants Per Session	100
Provider	IU 5
Provider Type	IU
PDE Approved	No
Knowledge Gain	Staff will better understand how to plan and service students with Autism.
Research & Best Practices Base	Strategies will include positive behavioral supports planning and de-escalation (Non violent Crisis Prevention Institute) techniques. Transition and Technology usage in the classroom.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	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>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>App sharing, fact sheets, video clips, newsletters, faculty meetings, conferences, Special Education Annual training</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

	Participant survey
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Behavior Support

Description	Agendas, sign in sheets, and materials generated from sessions. Multiple schools will implement School Wide Positive Behavior Supports and school based MH partnerships. Staff will receive training on best practice strategies including RENEW, Non Violent Crisis Prevention (CPI), and Youth Mental Health First Aid.
Person Responsible	Administration
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	6
# of Participants Per Session	12
Provider	IU 5, district, and national presenters
Provider Type	Multiple provider sources including: IU, district, local, state and national presenters.
PDE Approved	No
Knowledge Gain	Staff will be trained in the use of School Wide Positive Behavior Supports, RENEW, CPI, Youth Mental Health First Aid
Research & Best Practices Base	School Wide Positive Behavior Supports, National recognized programs from New Hampshire and Wisconsin and the National Council for Behavioral Health.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Professional Learning Communities Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and</p>

	<p>preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>continual behavior data reviews</p>
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Paraprofessional

Description	agendas, sign in sheets, and materials presented at each session.
Person Responsible	Administration
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.5
# of Sessions	36
# of Participants Per Session	38
Provider	District Staff & IU
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Paraprofessionals will participate in sessions focused on de-escalation, poverty, technology, Autism, ADHD, Inclusion, differentiated Instruction, OT/PT support, CPR, First Aid, and other relevant areas based direct feedback.
Research & Best Practices Base	CPI, Disability Awareness PaTTAN, Master Teacher, IU staff
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning,</p>

	with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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
Evaluation Methods	Each paraprofessional is evaluated by the building principal.

Reading NCLB #1

Description	Agendas, sign in sheets, and materials generated from the session.
Person Responsible	Administration
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.5
# of Sessions	10
# of Participants Per Session	80
Provider	School District
Provider Type	School Entity

PDE Approved	Yes
Knowledge Gain	Teachers will work in collaborative teams to support student growth in reading. Aligning the curriculum to the Common Core and using that knowledge to intervene at an individual student level to increase performance in Reading. At the secondary level, teachers will continue to build their knowledge in teaching of Reading and how struggling readers learn.
Research & Best Practices Base	Professional Learning Communities, Formative Assessments, Data-driven decision making, Research-based literacy trainings, and Differentiated Instruction
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>

	Offsite Conferences
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Keystone assessments, IEP Progress monitoring, PASA</p>

Transition

Description	agendas, sign in sheets, and materials generated from sessions. IEP review will
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	show compliance to Transition requirements.
Person Responsible	Administration
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	27
Provider	District Staff, IU, PaTTAN
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	<p>Teachers will review the Indicator 13 requirements and receive training from IU 5 and PaTTAN staff throughout the year. Once completed the Transition IEPs will be 100% compliant. In addition to IEP requirements the staff will study resources and opportunities for activities and strategies for transition age students. Staff members will attend local and state conferences focusing on Transition topics. Teachers will work with local community partners to present a Transition Fair.</p> <p>Kindergarten teachers will work with pre-school and Head Start staff to plan for transitions to school aged programming.</p>
Research & Best Practices Base	Planning for post secondary years and transition to school age services.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>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>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data</p>

	<p>to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p> <p>Surveys</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p>

Special Education Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer