

Penncrest SD

**Special Education Plan Report**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

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

## Planning Committee

Name	Role
Tim Glasspool	Administrator : Professional Education Special Education
Ken Newman	Administrator : Professional Education Special Education
Kylene Koper	Building Principal : Special Education
Jennifer Stevens	Building Principal : Special Education
Lynnette Musoni	Ed Specialist - Other : Special Education
Brittany Adkins	Ed Specialist - School Psychologist : Special Education
Tony Iapalucci	Ed Specialist - School Psychologist : Special Education
Kristin Sherry	Ed Specialist - School Psychologist : Special Education
Cathy Rand	Elementary School Teacher - Regular Education : Special Education
Emma Hancox	Elementary School Teacher - Special Education : Special Education
Margo Kralj	Elementary School Teacher - Special Education : Special Education
Amy Prenatt	Elementary School Teacher - Special Education : Special Education
Kim Thomas	Elementary School Teacher - Special Education : Special Education
Sara Villani	Elementary School Teacher - Special Education : Special Education
Phil Young	High School Teacher - Regular Education : Special Education

Katie Sisco	High School Teacher - Special Education : Special Education
Jennifer Slayton	High School Teacher - Special Education : Special Education
Shannon Weaver	High School Teacher - Special Education : Special Education
Kerry Reagle	Middle School Teacher - Special Education : Special Education
Wendy Shultz	Parent : Special Education
Patti Fiely	Student Services Director/Specialist : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 436

### *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-6), 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 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.

### *Enrollment*

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

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

### **Enrollment Differences:**

<b>Category</b>	<b>District Enrollment</b>	<b>State Enrollment</b>	<b>Is Disp.?</b>	<b>Data Analysis</b>	<b>Plans for Improvement</b>
Autism	10%	11%	False	PENNCREST School District is slightly below the state average with regard to identifying students with Autism Spectrum Disorder.	
Deaf-Blindness	--%	0.0%	False	PENNCREST School District is below the state average with regard to students identified as Deaf-Blind.	
Emotional Disturbance	7.4%	8.6%	False	PENNCREST School District is below the state average with regard to identifying students with Emotional Disturbances.	
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	4.3%	6.4%	False	PENNCREST School District is below the state average with regard to identifying students with an Intellectual Disability.	
Multiple Disabilities	--%	1.1%	False	PENNCREST School District is below the state average with regard to identifying students with Multiple Disabilities.	
Orthopedic Impairment	--%	0.2%	False	PENNCREST School District is below the	

				<p>state average with regard to identifying students with Orthopedic Impairments.</p>	
				<p>PENNCREST School District is above the state average in regard to identifying students with Other Health Impairments.</p>	<p>On a case by case basis, MDT teams will monitor and consider changing eligibility categories as updated medical and mental health information/data is available. Students have to demonstrate through data that the severity and intensity of the concerns have persisted over a marked period of time (which is required for a diagnosis of emotional disturbance) despite intervention. Both medical and Mental Health professionals comfortably diagnose ADHD where as only MH professionals typically diagnosis emotional and behavioral disorders. PSD will continue to build capacity amongst our staff to understand and support students with mental health and behavioral disorders as well as medical conditions which require specially</p>
Other Health Impairment	19.0%	15.7%	True	<p>We have seen an increase in students moving into our district with this identification. OHI encompasses many underlying medical and mental health conditions. Current 12/1 enrollment for 2018 has PSD with 18.5%. In our experience, this category is used because some students require diagnostic clarification over a period of time from outside agencies and medical professionals in addition to monitoring students response to lower lever interventions.</p>	

designed instruction. We will continue to collaborate and consult with MH providers and medical professionals. Prior to the DSMV diagnostic updates for Autism, some students were identified as OHI when they had a diagnosis of PDD-NOS. We are working through the re-evaluation process to catch these cases and update to the Autism category as appropriate. We are also seeing a growing number of students with medical concerns which can no longer be addressed through a 504 plan due to a need for Specially Designed Instruction.

Specific Learning Disability	39.6%	40.9%	False	PENNCREST School District is below the state average with regard to identifying students with Specific Learning Disabilities.
Speech and Language Impairment	15.6%	14.5%	False	PENNCREST School District is slightly above the state average with regard to identifying students with Speech-Language Impairment.
Traumatic Brain Injury	--%	0.2%	False	PENNCREST School District is below the

Visual Impairment including Blindness	--%	0.4%	False	state average with regard to identifying students with Traumatic Brain Injury. PENNCREST School District is below the state average with regard to identifying students with Visual Impairment including Blindness.
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### 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	0.8%	--%	False	PENNCREST School District is not disproportionate.	
Hispanic	1.4%	-%	False	PENNCREST School District is not disproportionate.	
Multiracial	3.2%	4.3%	True	PENNCREST School District identifies a high percentage of students who are Multiracial for services.	We will continue to be sensitive to all ethnicities when selecting curriculum, interventions and evaluation tools. We will continue to value cultural competence.
Native Hawaiian/Other Pacific Islander	--%	--%	False	NONE	
White (Non-	94.2%	92.6%	False	Not disproportionate.	



Hispanic)

### *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 Lutheran Services residential program/on-ground school, Hermitage House on-grounds school). 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.

Quarterly 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. When appropriate students living in the group homes are educated in the public school setting and we ask for regular consultation updates on current cases.

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 all inmates aged 21 and under to the PENNCREST special education office daily. The special education certified teacher of the Incarcerated Youth Program meets with each inmate to complete an information and interest survey indicating that the inmate 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 school counselor to determine graduation credits which the student has earned and which are still needed to gain a PENNCREST high school diploma. The secondary school counselor has also developed a transition curriculum to help prepare the students for a realistic future.

This curriculum includes:

Individual Meetings All enrolled students discuss with the special education certified teacher: previous schooling, plans for their future, their learning abilities and reasons/goals for attending school.

Career Assessments: Students are given a Career Interests and Aptitude assessment to identify their career areas of interest.

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

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 2013-2018 school years, 8 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 7:35 am to 3:00 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, lunch 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. Elementary learning support and life skills support staff participate in case review meetings with the Director of Student Services, building principals, and school psychologists every six weeks to review all students on the caseload to assess progress and ensure the least restrictive environment. Secondary learning support staff participate 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 of educational programming are developed.

PENNCREST operates an elementary level (K-6) Life Skills Support program, and is considering expanding this to the secondary level. Currently there is a specialized learning support classroom that services grades 7-12 that can provide greater opportunity for functional skill development within the least restrictive environment. Emotional support classrooms are provided at the elementary and secondary levels. Emotional support teachers also meet with district psychologists and administration every six weeks to discuss student needs and fine tune programming and to consider any additional supports needed for the student or family. In addition, PENNCREST hosts IU-5 operated Multiple Disabilities Support programs for students in K-12 within the district.

PENNCREST has recently adopted the IU-5 operated Deaf and Hard of Hearing Classroom for grades K-12. 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 Lutheran Services.

2. The District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives by providing consultation between regular and special education teachers. 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 has two staff members who are trainers in Youth Mental Health First Aid. They train groups of staff annually. In addition to consultation with the aforementioned personnel, the team provides supplementary aids 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 participated in the Co-Teaching PLC training offered by PDE through PaTTAN for administrators. 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 elementary and secondary buildings both utilize pre-referral teams to address academic concerns at Tier 1. Interventions that are included at this setting include Leveled Language Literacy, Freckle, Pirate Math, Number Rockets, Xtramath, and small group intervention.

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. All secondary schools within the district have implemented the RENEW program. Students participating are provided unique resources and opportunities to promote their full participation in their regular education setting. During inservice in the 2018-2019 school year, all staff was

offered training on inclusive practices.

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), Multi-systemic Therapy MST & Youth Advocate Program YAP 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.

PENNCREST School District has implemented a research-based social skills curriculum, Second Step, for students grades K-8 to help supplement Tier 1 social, emotional, and behavioral intervention. The district has also selected universal screeners for mental health to assess student response to Tier 1 for students K-12. Kindergarten through 8th grade utilize Student Risk Screening Scale (SRSS) and students 9th through 12th grade complete a self-rating called the Behavioral and Emotional Screening System (BESS). The district has also trained staff on the Olweus Bully Prevention Program at the elementary and secondary levels. PENNCREST has also trained teacher and aides in the STAR Autism Support Program. The program provides strategies for teachers to use with kids diagnosed with Autism to work on functional skills, language and school/community routines. The District is planning to train learning and emotional support staff on additional research-based reading intervention including Logic and Read 180 in the upcoming year.

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 also slightly below the SPP target (4.0% target – 3.0% PENNCREST) for the number of Special Education students in other settings. The district has made an effort to prioritize educational all students within district. 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*

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

1. 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 schools have implemented a Refocus Room alternative to traditional In School Suspension, and continue to provide de-escalation and retraining opportunities within this setting.

2. 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 120 staff members trained in Non-Violent Crisis Prevention.

Five district staff members are certified UKERU trainers. Each building has a 3-5 member team trained in UKERU. Ukeru is a safe, comforting, and restraint-free approach to crisis management. This award-winning program has helped behavioral health providers and schools reduce the use of restraint, seclusion, and injury, while lowering workers' compensation costs and employee turnover.

In all High Schools, 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 Avidum 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.

PENNCREST utilizes the Second Step Social-Emotional Learning (SEL) which gives students the tools to excel in and out of the classroom. In classrooms from early learning through grade 8, students learn invaluable skills that help them navigate their way through school as well as their community. Second Step's age-appropriate games, activities, and media engage students and set children on a path to lifelong success. Based on the latest field research, Second Step Bullying Prevention Unit teaches Kindergarten–Grade 8 students how to recognize, report, and refuse bullying.

All elementaries have multi-sensory rooms available for de-escalation intervention or proactive cognitive recesses. The multi-sensory rooms are therapeutic spaces with a variety of equipment that provides students with various needs with personalized sensory input—helps these children calm and focus themselves so they can be better prepared for learning and interacting with others.

Every student in the district is screened for social/emotional and mental health risks. Teachers utilize the Student Risk Screening Scale in grades K-8. The BASC-3 BESS, a self-screener, is utilized for students in grades 9-12. This data, along with academic data, are continuously reviewed for action during Professional Learning Communities.

Social-emotional interventions available in all buildings include Check and Connect, Check-in Check-out, Aggression Replacement Training, Zones of Regulation, Lunch-bunch groups, Anxiety and Grief groups. PENNCREST has partnered with outside Mental Health partners to offer Outpatient Counseling in all 6 buildings.

3. Cambridge Springs Elementary, Cambridge Springs High School, 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. Mental Health professionals are stationed within the school setting working in tandem with school staff to meet the increasing Mental Health needs of students. This partnership has been valuable in many aspects.

Book Policy Manual Section 100 Programs

Title

Behavior Support

Code

113.2

Status

Active



Adopted

May 12, 2011

Last Revised

August 8, 2013

Last Reviewed

July 2, 2013

### **Purpose**

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.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

### **Authority**

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.[\[1\]](#)[\[3\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

### **Definitions**

The following terms shall have these meanings, unless the context clearly indicates otherwise.[\[1\]](#)

**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.

**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.[9]

### **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.

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.[\[1\]](#)

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.[\[1\]](#)

### **Guidelines**

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.[\[1\]\[5\]](#)

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**

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.[\[1\]](#)

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.[\[1\]](#)

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:[\[1\]](#)

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**

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.[\[1\]](#)

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.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.[\[1\]](#)

### Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:[\[1\]](#)

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.
6. Suspensions constituting a pattern as defined in state regulations.[\[12\]](#)
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

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.[\[1\]\[6\]\[9\]\[13\]\[14\]\[15\]\[16\]\[17\]\[18\]\[19\]\[20\]\[21\]\[22\]\[23\]\[24\]\[25\]\[26\]\[27\]](#)

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.[\[1\]\[11\]\[17\]](#)

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.[\[1\]](#)

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.[\[1\]\[17\]](#)

#### 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.[\[9\]\[17\]\[19\]\[27\]](#)

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.[\[1\]\[9\]\[17\]\[19\]\[27\]](#)

#### Legal

1. 22 PA Code 14.133

2. 22 PA Code 14.145

3. 20 U.S.C. 1414

4. 34 CFR 300.114

5. 34 CFR 300.324

6. 20 U.S.C. 1415

7. 34 CFR 300.34

8. 34 CFR 300.530

9. Pol. 113

10. Pol. 113.1

11. Pol. 113.3

12. 22 PA Code 14.143

13. 24 P.S. 1302.1-A

14. 22 PA Code 10.2

15. 22 PA Code 10.21

16. 22 PA Code 10.22

17. 22 PA Code 10.23

18. 22 PA Code 10.25

19. 22 PA Code 14.104

20. 34 CFR 300.535

21. Pol. 103.1

22. Pol. 218

23. Pol. 218.1

24. Pol. 218.2

25. Pol. 222

26. Pol. 227

27. Pol. 805.1

20 U.S.C. 1400 et seq

24 P.S. 1303-A

34 CFR Part 300

Pennsylvania Training and Technical Assistance Network (PaTTAN), Questions and Answers on the Restraint Reporting Requirements and System, June 2009

Pol. 000

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### ***Pennsylvania Training and Technical Assistance Network (PaTTAN), Questions and Answers on the Restraint Reporting Requirements and System, June 2009***

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. County agencies/ organizations, 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, there are residential facilities that 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. The district has an in-school mental health service in 2 of our elementary schools (ROAR/SOAR). Trauma Focused Therapy is available in all 3 high schools and 2 elementary schools (MES, CSES). Positive Behavior Intervention Support (PBIS) is the model used to encourage and foster good behavior and academic success. PENNCREST has partnered with local mental health agencies to provide Out Patient Therapy within the school setting. This option is available in all 6 school buildings.

The district also has an established process for identifying along with programming for students in need of Adapted PE. PE teachers were trained by Slippery Rock University.

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#5 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.

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. In some cases the district has contracted with Vallonia to help with transitioning students from the school setting to the work environment.

The district works with various community resources to provide transitional experiences for students. A select group of students, as determined by their IEP team, attend Slippery Rock University TAP Program to enhance employment and independent living skills (nutrition, recreation, work readiness). There are also instructional components through Junior Achievement and Crawford County K-12 Career Education Alliance.

The Office of Vocational Rehabilitation (OVR) also meets and assists school district personnel in helping students and families prepare for adulthood by assessing students, collaborating, and planning for post-secondary transition. Opportunities for work-based experiences/ P.E.T.S. programs are also offered.

SEGUE (IU#5/ district consortium) is also available for students in need as determined by the IEP team in order to explore employment skills and independent skills as well as career exploration and goal setting. Independent living skills are also stressed during the program to help ensure students are equipped with the skills to live on their own.

The District also participates and utilizes the IU5/Consortium Transition House as the teachers deem appropriate according to student transitional need. Students can gain practical knowledge outside of the classroom environment in a real life setting including budgeting, shopping, planning meals, making a bed, maintaining a living area, or other related transition skills.

### **Improving Program Capacity**

3. PENNCREST continues to be closely involved with all applicable community agencies. The Crawford County Interagency Transition Council meets at PENNCREST's Central Office and works together to plan activities for students across the county in order to recognize and support programming within the county to better serve students of transition age.

Educator/Provider/CASSP has an Education Committee on which a PENNCREST Director of Student Services and psychologists sit as members. This committee has planned and carried out 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. The district has representatives on the county wide Systems of Care Committee.



The district is considering partnering with two other districts in our county to fund an alternative classroom for elementary age students (K-6). This classroom will have a Mental Health component and be valuable in assisting students. It is versatile and can provide options for students transitioning from Partial Hospitalization programs and supporting children struggling in the larger group setting. PENNCREST is committed to continue working 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.

# Assurances

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## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Hermitage House Youth Services	Nonresident	Northwest Tri-County Intermediate Unit #5	22
Crawford County Correctional Facility	Incarcerated	PENNCREST School District	2

Bethesda Lutheran Services	Nonresident	Northwest Tri-County Intermediate Unit #5	26
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## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Meadville Middle School	Neighboring School Districts	Life Skills Supports grades 7,8,9 Operated by IU 5	2
Crawford County Career and Technical Center	Neighboring School Districts	Life Skills Supports ages 18-21 Operated by IU 5	3
Bethesda Lutheran Services	Special Education Centers	Partial Hospitalization	2
Edinboro Community Building	Other	Secondary Autistic Support ages 18-21-IU 5 Operated	1
Bethesda Alternative Education	Other	Alternative Education (AEDY)	2
The Barber Center	Approved Private Schools	Life Skills and Multi-disabilities Support	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* March 16, 2018

*Reason for the proposed change:* There are not any students receiving Full Time services on this caseload.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 11	5	0.7
Justification: Parents have agreed to waive the three year age range when appropriate. Students are generally not in the classroom at the same time.				
Locations:				
Cambridge Springs Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	6 to 12	5	0.3
Justification: Students are generally scheduled at separate times for service, however parents have signed the waiver to have their students in the program.				
Locations:				
Cambridge Springs Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 30, 2017*Reason for the proposed change:* Due to expanding classes, the SLP will share this space with the LS teacher. Essentially two teachers sharing one full size classroom.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	13	0.6
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.				
Locations:				
Cambridge Springs Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	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.				
Locations:				
Cambridge Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 13	19	0.6
Justification: Parents have signed waivers in the event the student is outside the 4 year age range. classes are scheduled to keep similar age peers together.				
Locations:				
Cambridge Springs Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	10 to 13	3	0.4

but More Than 20%)				
Locations:				
Cambridge Springs Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 31, 2015*Reason for the proposed change:* reduction in staff & programs due to declining enrollment.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	16	0.5
Locations:				
Cambridge Springs Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	5	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.				
Locations:				
Cambridge Springs Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2015*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	15	0.6
Locations:				
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.4
Locations:				
Cambridge Springs Jr. /Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #6**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: February 9, 2015

Reason for the proposed change: updated profile

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	18	0.6
Locations:				
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	4	0.4
Locations:				
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #7**

Operator: School District

**PROGRAM DETAILS**

Type: Class and Position

Implementation Date: August 31, 2015

Reason for the proposed change: The program is moving to a new classroom. The previous classroom was a small partial room and the proposed change to room 119 with dimensions of 30' x 23.3' or 699 square feet. This is a full size classroom in the Ebb & Flow of the building. Sandy Zeleznik was on site on 6/18/15 to approve the move.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	11	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.				
Locations:				
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	7	0.5
Locations:				
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #9**

Operator: School District

**PROGRAM DETAILS**

Type: Class

*Implementation Date:* February 16, 2015

*Reason for the proposed change:* updated roster

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	8	0.6
Justification: When students are in a classroom outside the 3 year age range parents have signed a waiver.				
Locations:				
Maplewood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	2	0.4
Justification: students in a classroom outside the three year age range have a waiver signed by the parent.				
Locations:				
Maplewood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* February 16, 2015

*Reason for the proposed change:* An additional segment needs added to accommodate programmatic needs of caseload.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	11	0.5
Justification:				
Locations:				
Maplewood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	4	0.5
Justification: Students are scheduled by grade levels. If there is a time where there is a gap larger than 3 years, the parent has signed a waiver to allow the age range difference.				
Locations:				
Maplewood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* February 16, 2015

*Reason for the proposed change:* updated profile

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	8	0.6
Justification: Parents have signed a waiver for students that are in a classroom outside the 3 year age range.				
Locations:				
Maplewood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	2	0.4
Locations:				
Maplewood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	12	0.5
Locations:				
Maplewood High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	1	0.5
Locations:				
Maplewood High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	9	0.5
Locations:				
Maplewood Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		



Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.5
Locations:				
Maplewood Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	10	0.5
Locations:				
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	2	0.5
Locations:				
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2015*Reason for the proposed change:* updated profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	14	0.5
Locations:				
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	1	0.5
Locations:				
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	11	0.5
Locations:				
Maplewood Jr./Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	3	0.5
Locations:				
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	1	0.1
Locations:				
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.6
Justification: Parents have signed a waiver for students to be in a classroom that is outside the 4 year age range.				
Locations:				
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	17 to 18	1	0.3
Justification: Parents have signed a waiver for students to be in this classroom with students outside the 4 year age range.				
Locations:				

Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 31, 2015

*Reason for the proposed change:* To create grade level pods and have the LS teacher/classroom in the area of the classrooms served. This move will put two LS teachers sharing a full size classroom. The teachers serve grades 3-6 and there is plenty of space to accommodate the largest student groups (10 students). The room is in the Ebb and Flow of the Building and Sandy Zeleznik was on site on 6/18/15 to approve the move.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	12	0.8
Locations:				
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	2	0.2
Locations:				
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 13	6	1
Justification: Parents have signed waivers for students when the classroom group is outside the 3 year age range.				
Locations:				
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2018

*Reason for the proposed change:* the proposed change puts the LS classroom in a larger space and is more centrally located.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	7	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,				
Locations:				
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	1	0.4
Locations:				
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #22

*Operator:* School District

#### PROGRAM DETAILS

*Type:* ClassandPosition

*Implementation Date:* August 31, 2015

*Reason for the proposed change:* moving the classroom. This program is currently in room 212 with 729 square feet and we are planning to move the program to room 210 in a shared classroom with the same square footage. The building is adding two regular education classrooms and by combining the two LS programs into a shared space the student needs can be met. The two programs were previously in a shared room prior to this past year. The room is a full sized classroom and in the Ebb and flow of the building. Sandy Zeleznik was on site on 6/18/15 to approve of the move.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	6	0.25
Locations:				
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	2	0.25
Locations:				
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #23

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* February 16, 2015

*Reason for the proposed change: updated profile*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	4	0.25
Locations:				
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	3	0.25
Locations:				
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #24**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Class*

*Implementation Date: February 16, 2015*

*Reason for the proposed change: Current roster includes all three levels of service.*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	11	0.7
Locations:				
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	4	0.1
Locations:				
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 16	1	0.2
Locations:				
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #25**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Class*

*Implementation Date: February 16, 2015*

*Reason for the proposed change: updated profile*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	14	0.6
Justification: Parents have signed waivers in the event the student is outside the 4 year age range. classes are scheduled to keep similar age peers together.				
Locations:				
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	2	0.4
Justification: Parents have signed waivers in the event the student is outside the 4 year age range. classes are scheduled to keep similar age peers together.				
Locations:				
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	18	0.6
Justification: when the class is outside the 4 year age range parents have signed a waiver.				
Locations:				
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 19	1	0.4
Justification: Parents have signed waivers in the event the student is outside the 4 year age range. classes are scheduled to keep similar age peers together.				
Locations:				
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	17	0.5
Justification: In classes where the age range is outside the 4 year age range the parents have signed a waiver.				
Locations:				
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.5
Locations:				
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	3	0.15
Locations:				
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #30***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2015*Reason for the proposed change:* The current caseload does not include any students with this program.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	2	0.1
Justification: Parents have signed waivers in the event the student is outside the 4 year age range. classes are scheduled to keep similar age peers together.				
Locations:				
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 15	8	0.5
Justification: Parents have signed waivers in the event the student is outside the 4 year age range. classes are scheduled to keep similar age peers together.				

Locations:				
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	13 to 14	1	0.4
Justification: Parents have signed waivers in the event the student is outside the 4 year age range. classes are scheduled to keep similar age peers together.				
Locations:				
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #31

Operator: School District

#### PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Reason for the proposed change: The building is reconfiguring to accommodate the addition of 2 regular ed classrooms and the removal of two portable classrooms. This room was originally a Speech Room years ago. Sandy Zeleznik visited SES on 6/18/15 to approve the move. The room is in the Ebb & Flow of the building. The space is smaller than a regular classroom however, the square footage is more than the required amount for the maximum class size she serves (5 students).

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	49	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..				
Locations:				
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 18	3	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.				
Locations:				
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #32

Operator: School District

#### PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2012



*Reason for the proposed change: updated profile*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	25	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.				
Locations:				
Maplewood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 17	12	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.				
Locations:				
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #33**

*Operator: Intermediate Unit*

**PROGRAM DETAILS**

*Type: Class*

*Implementation Date: February 16, 2015*

*Reason for the proposed change: updated profile*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	8 to 10	2	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.				
Locations:				
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #34**

*Operator: Intermediate Unit*

**PROGRAM DETAILS**

*Type: Class*

*Implementation Date: February 16, 2015*

*Reason for the proposed change: updated roster*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	11 to 13	2	1
Justification: Parents have signed waivers in the event the student is outside the 4 year age range. classes are scheduled to keep similar age peers together.				
Locations:				

Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #35**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* February 16, 2015

*Reason for the proposed change:* The current rosters reflect Supplemental level programming

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	16 to 19	3	1
Locations:				
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #36**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* February 27, 2015

*Reason for the proposed change:* Cambridge Springs no longer has a need for this segment. No current students on a roster. Maplewood HS has a need for the service.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 14	6	0.12
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.				
Locations:				
Saegertown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	13 to 17	3	0.05
Locations:				
Saegertown Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	18 to 19	1	0.1
Locations:				
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #37***Operator: Intermediate Unit***PROGRAM DETAILS***Type: Class**Implementation Date: August 27, 2018**Reason for the proposed change: no longer needed***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 14	1	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.				
Locations:				
Maplewood Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	17 to 19	2	0.1
Locations:				
Saegertown High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

*Advisor: Kerri Hartman Action: Approved***Program Position #38***Operator: Intermediate Unit***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 27, 2018**Reason for the proposed change: student entered needing Supplemental level supports.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	16 to 19	2	0.5
Justification: Itinerant services are scheduled so students are seen in groups of like ages. In the event a student is serviced outside the allowable age range, the parent has signed an age range waiver.				
Locations:				
Cambridge Springs High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	12 to 13	1	0.2
Locations:				
Cambridge Springs Jr/SR High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

*Advisor: Kerri Hartman Action: Approved*

**Program Position #39***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 30, 2017*Justification:* Compliance for proximity to home was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This is an IU run consortium classroom. Some sending districts are more than an hour away.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 12	1	0.3
Locations:				
Cambridge Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	11 to 12	1	0.7
Justification: Students are scheduled in the classroom in same age groups. In the event a student is outside the age range, the parent has signed an age range waiver.				
Locations:				
Cambridge Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #40***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	51	0.8
Justification: As a Speech Language Program, students are seen individually or in small groups and are seen with same age peers when in a group setting. If a need arises to go beyond the 3 year age range, parents have signed an age range waiver.				
Locations:				
Cambridge Springs Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	7	0.2
Justification: Speech language students are serviced individually or in very small group settings. When in group setting the students are with same age peers. If there is a student outside the 3/4 year age range the parent has signed an age range waiver.				
Locations:				
Cambridge Springs Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
Director of Student Services	All Schools	1
School Psychologists	All Schools	3
Paraprofessional -Full Time	Various Schools	34
Paraprofessional -Part time	Various Schools	3
Special Education Secretary	Central Administration Office	1
Special Education Clerical Aide	Central Administration Office	1.5
Transition Facilitator	All Schools	0.9

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Behavior Specialist Consultant	Intermediate Unit	2 Days
Three Behavior Specialist for ES Classrooms- Community Alternatives	Outside Contractor	5 Days
Occupational Therapy	Intermediate Unit	495 Minutes
Physical Therapy	Intermediate Unit	180 Minutes
Assistive Technology	Intermediate Unit	100 Minutes
Speech and Language Support Itinerant for IU run classrooms	Intermediate Unit	1 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Agendas, sign in sheets, and materials generated from the sessions.
<b>Person Responsible</b>	Patti Fiely
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	10
<b>Provider</b>	STAR Autism
<b>Provider Type</b>	For Profit Company
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Staff will receive professional development to expand knowledge and incorporate strategies to use with students.
<b>Research &amp; Best Practices Base</b>	Strategies will include establishing routines, errorless teaching, discrete trial, spiralling
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

	<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>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
<b>Grade Levels</b>	<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>
<b>Follow-up Activities</b>	<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>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>progress monitoring</p>

## Behavior Support

<b>Description</b>	Agendas, sign in sheets, and materials generated from sessions. All schools are implementing School Wide Positive Behavior Supports and school based MH partnerships. Staff will receive training on best practice strategies including RENEW, Non Violent Crisis Prevention/de-escalation (CPI), UKERU, Check and Connect, and Youth Mental Health First Aid. Second Step Social Emotional Curriculum and Universal screeners for mental health, and trauma informed care trainings.
<b>Person Responsible</b>	Administration
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	2
<b># of Sessions</b>	8
<b># of Participants Per Session</b>	20
<b>Provider</b>	IU 5, district, and presenters
<b>Provider Type</b>	Multiple provider sources including: IU, district, local, and state presenters.
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Staff will be trained in the use of School Wide Positive Behavior Supports, RENEW, CPI, Youth Mental Health First Aid, UKERU, Second Step, Check and Connect, Trauma Informed Practices
<b>Research &amp; Best Practices Base</b>	School Wide Positive Behavior Supports, National recognized programs from New Hampshire and Wisconsin and the National Council for Behavioral Health.
<b>For classroom teachers, school counselors and education specialists</b>	<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>



<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<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>
<p><b>Training Format</b></p>	<p>LEA Whole Group Presentation          Series of Workshops          School Whole Group Presentation          Professional Learning Communities          Offsite Conferences</p>
<p><b>Participant Roles</b></p>	<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>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1)          Elementary - Intermediate (grades 2-5)          Middle (grades 6-8)          High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<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          Creating lessons to meet varied student learning styles          Peer-to-peer lesson discussion          Lesson modeling with mentoring          Joint planning period activities</p>

<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>continual behavior data reviews, spotlight reports, Check and Connect Form</p>
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## Paraprofessional

<b>Description</b>	agendas, sign in sheets, and materials presented at each session.
<b>Person Responsible</b>	Administration
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Special Education, Student Services, Educational Technology

## Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	30
<b># of Participants Per Session</b>	44
<b>Provider</b>	District Staff & IU
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Paraprofessionals will participate in sessions focused on de-escalation, poverty, technology, Autism, ADHD, Inclusion, differentiated Instruction, OT/PT support, CPR, First Aid, Writing, ELA supports, Trauma Informed Care, and other relevant areas based on direct feedback.
<b>Research &amp; Best Practices Base</b>	CPI, UKERU, Check and Connect, Disability Awareness PaTTAN, Master Teacher, IU staff
<b>For classroom teachers, school counselors and education specialists</b>	<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>Empowers educators to work effectively with parents and community partners.</p>

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>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>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Podcast</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	<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>
<b>Follow-up Activities</b>	<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>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	Each paraprofessional is evaluated by the building principal.

## Reading

<b>Description</b>	Agendas, sign in sheets, and materials generated from the session.
<b>Person Responsible</b>	Administration
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	80
<b>Provider</b>	School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	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. Staff will work on ensuring students are exposed to high level of text complexity. Intervention options for small groups (LOGIC and Read 180)
<b>Research &amp; Best Practices Base</b>	Professional Learning Communities, Formative Assessments, Data-driven decision making, Research-based literacy trainings, and Differentiated Instruction, Pitt IFL collaboration.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	<p>LEA Whole Group Presentation          Series of Workshops          School Whole Group Presentation          Live Webinar          Department Focused Presentation          Professional Learning Communities          Offsite Conferences</p>
<b>Participant Roles</b>	<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>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)          Elementary - Intermediate (grades 2-5)          Middle (grades 6-8)          High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers          Analysis of student work, with administrator and/or peers          Creating lessons to meet varied student learning styles          Peer-to-peer lesson discussion          Lesson modeling with mentoring          Joint planning period activities          Journaling and reflecting</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.          Student PSSA data          Standardized student assessment data other than the PSSA          Classroom student assessment data</p>

	<p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Keystone assessments, IEP Progress monitoring, PASA</p>
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## Transition

<b>Description</b>	agendas, sign in sheets, and materials generated from sessions. IEP review will show compliance to Transition requirements.
<b>Person Responsible</b>	Administration
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	35
<b>Provider</b>	District Staff, IU, PaTTAN
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>Teachers will review the Indicator 13 requirements. 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. Staff will understand agency connections and importance of connecting students and families with transition supports for graduation.</p> <p>Kindergarten teachers will work with pre-school and Head Start staff to plan for transitions to school aged programming.</p>
<b>Research &amp; Best Practices Base</b>	Planning for post secondary years and transition to school age services.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<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>
<b>Participant Roles</b>	<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>
<b>Grade Levels</b>	<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>
<b>Follow-up Activities</b>	<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 Lesson modeling with mentoring Joint planning period activities Surveys</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of written reports summarizing instructional activity</p>



# Special Education Affirmations

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

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*