

Southeastern Greene SD
Special Education Plan Report
07/01/2015 - 06/30/2018

District Profile

Demographics

1000 Mapletown Rd
Greensboro, PA 15338
(724)943-3630
Superintendent: Rich Pekar
Director of Special Education: Billi Jo Huffman

Planning Committee

Name	Role
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Core Foundations

Special Education

Special Education Students

Total students identified: 132

Identification Method

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

The Southeastern Greene School District elects to use the Discrepancy Model to determine eligibility for identifying students with specific learning disabilities. However, a 15 point discrepancy must be present to consider the special education category of Specific Learning Disability.

Prior to formalized testing, (kindergarten through 2nd grade) unless requested by a parent, the child participates in RtII. This process allows for teachers and parents to look at the academic progress in more depth. This intervention rests on using a continuum of student performance data to continuously inform, monitor and improve student's access and response to high-quality core and supplemental instruction/ intervention. RtII is used to improve learning as efficiently, effectively and equitably as possible for the students, including students with disabilities. If a child is not demonstrating academic growth, a formal psycho-educational evaluation is completed. A child that is demonstrating progress continues with the RtII program. As per federal law, the child must first be provided modifications and interventions within the least restrictive environment.

The psycho-educational evaluation is composed of aptitude and achievement testing, teacher input, parent input, classroom observation, curriculum based assessment, review of school records, and any behavior or adaptive rating scales and/ or social histories deemed necessary by the Multi-disciplinary Team. The team must review all data before making a decision about educational placement. The multidisciplinary team convenes a meeting to review all data and determine eligibility if the student meets the two pronged criteria outlined in Chapter 14.

It is significant to note that the Southeastern Greene School District invites and encourages full parent/ guardian participation in all aspects of academic interventions and psycho-educational evaluations. This support and encouragement begins before any evaluation process and continues throughout the student's academic career at Southeastern Greene.

Enrollment

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

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

The enrollment difference status is not significantly disproportionate.

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?

The Southeastern Greene School District is host to several students under Section 1306 due to the number of therapeutic foster homes within the district. Each student placed within the district is educated in the regular school building unless the IEP team determines that a more restrictive placement is necessary to best meet the individual's needs.

If the student has an IEP from a previous school district, the Southeastern Greene School District convenes an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the regular school building, or whether some other placement option is appropriate for the child. The district makes accommodations to meet the needs of the parents to assist in their participation in the meetings.

Barriers that exist include the lack of information provided to Southeastern Greene School District from the service agencies placing students in foster homes.

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).

There is an open line of communication between law enforcement officials and district personnel when currently enrolled students are incarcerated. The Juvenile Probation Officer and/or the institution where the eligible student is incarcerated will immediately notify the school district through a request for records. These records include copies of Individual Education Plans, evaluation/reevaluation reports, discipline records, attendance records, a NOREP indicating a change of placement, and course credits accumulated by the student. All data is reviewed to plan an appropriate educational program that will provide a Free and Appropriate Public Education (FAPE). Southeastern Greene School District makes every effort to ensure that incarcerated students who are returning to the home school have the necessary support systems to provide a smooth transition upon reentry into the school environment. Appropriate guidance and counseling services will be provided to students re-entering the district. Students have access to drug and alcohol

counseling and opportunities through the CHILL program to develop anger management and coping skills. The Southeastern Greene School District works diligently to ensure that services are provided in a timely manner to eligible students.

Least Restrictive Environment

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

The Southeastern Greene School District educates "students with disabilities" with non-disabled students to the maximum extent appropriate. Supplementary aids and services are provided to students through the IEP process. The Southeastern Greene School District only seeks outside sources when they have exhausted all in-district avenues. Students that are placed outside of the district are monitored via telephone contacts, attendance at IEP meetings, maintaining a database, monthly visits to programs, and monthly meetings with the center based supervisor.

To provide maximum integration, team members gather student data, including grades, current IEP goals and objectives, math and reading probes, 4-Sight and/or DIBELS scores, discipline reports, and attendance records. Following a comprehensive review of all data, recommendations are made on an individual basis regarding the appropriate level of inclusion that meets a student's individual needs. Placement begins in the regular education classroom with consideration given to those students needing additional support in the resource room. Supplementary aids and services are utilized in the regular education classroom to provide FAPE in the least restrictive environment and to foster progress toward educational goals. Students are closely monitored for signs of academic difficulty and, if necessary, the IEP is reopened to determine if it is appropriate and/or the specially designed instruction needs modified. The team may also elect to adapt the supplementary aids and services being utilized to ensure student success. Provisions are made for students to return to the resource room, if needed, to take a test in a quiet environment, receive help with homework, or supplement learning of a new concept. Analysis of student data provides the basis for differentiated instruction to promote student success and assists regular education teachers with appropriately planning for student needs.

Southeastern Greene School District consults with various agencies to ensure the provision of a

continuum of supports and services necessary to help students succeed in an integrated environment. PaTTAN, Intermediate Unit #1, and other providers offer professional development services for staff members. Students needing a more restrictive educational settings are monitored on a regular basis to assist in the transition back into the regular school buildings. Southeastern Greene School District is home to several therapeutic foster homes. These homes work with students experiencing a high degree of need, both behaviorally and emotionally. Due to the number of students each home houses, the district has a larger population of individuals with an Emotional Disturbance diagnosis.

Behavior Support Services

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

The Southeastern Greene School District has adopted Policy #113.2 (PBSP) Positive Behavior Support Policy; this policy has been written to satisfy all the requirements as outlined in Chapter 14. The LEA's PBS Policy includes all the required regulator components. The district provides yearly training to all special education staff, paraprofessionals, as well as regular education staff on Non-Violent Crisis Intervention (NCI) techniques from a qualified trainer of NCI.

The Southeastern Greene School District policy outlines the district's responsibility regarding positive behavior support plans, de-escalation techniques and emergency response. These are all major components of the NCI model used in trainings. The district staff and the LEA utilize positive behavior support methods as the primary method of addressing problem behaviors.

The Southeastern Greene School District's Board of Education is committed to creating a learning environment that prepares students to be successful citizens by supporting their efforts to manage individual behavior and assure academic achievement. A continuum of school wide instructional and positive behavior support is offered through a research based program to address behaviors that impede all student learning.

The School District believes that positive measures, free from demeaning treatment and the use of aversive techniques, must form the basis of the behavior support program implemented in our schools. Research based practices and techniques are utilized to develop and maintain skills to enhance learning and self fulfillment. Our District's positive behavior support plan is based on functional behavior assessments and positive behavior techniques that provide the least intrusive intervention implemented for addressing the problem behavior. The use of restraints is considered a measure of "last resort", only to be utilized after all less restrictive measures, including de-escalation techniques, have failed and the danger of self injurious behavior, or injury to others remains. Students with disabilities who engage in inappropriate and/or disruptive behavior, prohibited activities, or actions injurious to themselves or others shall be disciplined in accordance with their Individualized Education Program (IEP), Positive Behavior Support Plan (PBSP), and Board policy. A Positive Behavior Support Plan will be developed by the IEP team after a functional

behavior assessment has been developed to identify the problem behavior. Faculty and staff members will be provided a framework for building inclusive and proactive classrooms where students learn to make responsible choices regarding their behavior. According to IDEA and PA School Code - Chapter 14, the PBSP will focus on: research based positive practices and techniques, positive reinforcement, a functional behavior assessment, teaching of alternative/replacement behaviors, use of least intrusive interventions, and a manifestation determination, as required. Disciplinary exclusions of all students with disabilities will follow the guidelines as stated in Chapter 14.

Restraints are reported to the Director of Special Education who will report in a timely manner to the RISC. As per policy 113.2, the Southeastern Greene School District will notify the parent of the use of restraint and shall hold a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraint, unless the parent, after written notice, agrees to waive the meeting. At this meeting, the team shall consider whether a Functional Behavior Assessment, Re-Evaluation, new/revised PBS plan, or a change in placement is needed to address the inappropriate behavior(s). Parents are given notice when a restraint is used and, unless waived in writing; a meeting takes place within 10 school days.

All students that have behaviors that interfere with his/ her learning or that of others have a positive behavior support plan. If a student has a need for restraints the procedures are clearly outlined within the IEP.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Southeastern Greene School district maintains a relationship with the Intermediate Unit One Interagency Coordinator who arranges interagency meetings to include all agencies that can provide support to the student. The IEP team members meet to interview the IEP to determine if the student's needs are being met and to make necessary changes and/or recommendations. If the Team determines that the student can no longer be served in a public school setting, placement options will then be considered and the district will follow up with making appropriate contacts. In the event that the placement cannot be secured and that the student has been or will be at risk of waiting 30 days or more for an appropriate educational placement, the district will report the required information to the PA Department of Education, updating the information monthly, until an appropriate placement has been secured. Additionally, the district will report students who are on Homebound Instruction or Instruction in the Home to the Department of Education.

The district continues to evaluate student needs and special education services available within the home school district on a continuum for individual counseling to group counseling to family counseling when appropriate. As more needs are recognized, additional supports are investigated. The district maintains contacts with other child service agencies by participating with interagency Team Meetings and trainings as necessary. The district also participates in meetings from psychiatric hospitals, Partial Hospitalization programs as well as RTF that our students are housed at.

The district maintains an ongoing relationship with the Intermediate Unit One Interagency Coordinator and meets at least annually to discuss issues and trainings available outside the district if the district has a specific need. The district is represented at seminars, workshops another trainings to improve district program capacity.

The district utilizes its contacts within child service agencies to determine what resources a child may be eligible to receive. The LEA representative or district social worker will work with the family to complete necessary applications if the student has never been found eligible for medical assistance. The district makes available the necessary documents to support eligibility.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Southeastern Greene School District is committed to providing a free and appropriate education to exceptional students through the collaboration of administration, faculty, parents, students, and outside agencies. The District engages in identification and screening procedures to ensure that eligible students, as well as those thought to be eligible, receive an appropriate and individualized educational program with related services in the least restrictive environment to meet student needs. Protected handicapped students are also afforded all services and accommodations (Chapter 15) needed to provide an equal opportunity to participate in and obtain benefits from the District's educational programming and extracurricular activities. The Southeastern Greene School District also operates an elementary and secondary gifted program to service those students who qualify under Chapter 16.

The families of pre-school children experiencing development delays, and physical and/or mental disabilities are eligible for Early Intervention (EI) services. The District collaborates with Intermediate Unit #1 to ensure that early identification occurs in a timely manner and supports and services are offered when eligibility is determined. Early Intervention transition meetings are held in collaboration with IU #1 when identified EI students are eligible for kindergarten. School age reevaluations are conducted on these students and needed supports and services are offered in the IEP development process.

After school tutoring opportunities, at both school buildings, are available to provide extra support for those students requiring more one on one time to address homework issues or academic difficulties in a particular subject area including Keystone tested subjects.

The Student Assistant Program continues to meet weekly at the high school to discuss students in

need of academic, behavior, or mental health intervention. The team reviews attendance and discipline records, current grades, teacher observations and input, parental input, and addresses issues on an individual basis. Supports and services are provided to promote student growth and success in the academic and home environments. Students are monitored to ensure progress toward goals.

Common planning time for teachers has provided the opportunity to collaborate with special education teachers regarding the inclusion model. All regular education teachers were provided an overview of the Gaskins Settlement and Supplementary aids and services that are to be utilized in the classroom to help students with disabilities succeed. Both regular education teachers and special education teachers have attended professional development trainings related to current and topical issues such as inclusion, RTI, changes to Chapter 14 and 711, functional behavior assessments, educating students in a standards aligned system, and strategies for addressing behavior problems in the classroom.

Social Workers-

The Southeastern Greene School District has been able to benefit from two full time social workers, one at the elementary and one at the middle/senior high, assigned by Intermediate Unit 1. Both social workers are actively involved in the educational, social, and emotional growth of the students. They participate in multidisciplinary team meetings, Individualized Educational Programs, and student assistance programs. The social workers provide individual sessions with student's based on the needs set forth in their IEPs. They are available at all times to assist the district, as well as scheduling psychiatric testing. The social workers are the district's coordinators of Functional Behavior Assessments (FBA). They gather the required components to complete Positive Behavioral Support Plans.

The school psychologist

is also assigned by the Intermediate Unit 1. The school psychologist is responsible for initial evaluation for aptitude and achievement testing, classroom observations, and consultations with parents and staff. The psychologist also provides counseling to special education students, as well as students who are demonstrating behavioral/ emotional difficulties. The school psychologist serves as the SAP team leader.

CHILL Program-

The Chill program is provided through the Mental Health Agency in the county. A mental health counselor meets with identified students on a weekly basis to provide counseling services. The counselor meets with students at both district buildings. The **CARE** program addresses drug and alcohol counseling issues.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of	Type of Service	Number of Students Placed
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	Facility		
Intermediate Unit #1 East Franklin	Special Education Centers	Special Education Services	10
Transformation Learning	Other	Partial Hospitalization and Therapeutic Emotional Support	2
New Directions	Approved Private Schools	Emotional Support Services and Partial Hospitalization	3
Highlands Hospital Regional School for Autism	Approved Private Schools	Autistic Support	1
Intermediate Unit #1 Colonial	Special Education Centers	Special Education Services	2
Intermediate Unit #1 Clark	Approved Private Schools	Special Education Services	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 5, 2015

Average square feet in regular classrooms: 690 sq. ft.

Square footage of this classroom: 690 sq. ft. (30 feet long x 23 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bobtown Elementary- ES	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 13	5	0.1
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.							
Bobtown Elementary-ES	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 13	10	0.5
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.							
Bobtown Elementary-ES/LS	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 13	8	0.4

Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 690 sq. ft.

Square footage of this classroom: 725 sq. ft. (29 feet long x 25 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bobtown Elementary- K-2	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	25	0.5
Bobtown Elementary-K-2	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 690 sq. ft.

Square footage of this classroom: 792 sq. ft. (22 feet long x 36 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bobtown Elementary - 3rd-4th	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	25	0.5
Bobtown Elementary-3rd-4th	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	10	0.5

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 690 sq. ft.

Square footage of this classroom: 672 sq. ft. (24 feet long x 28 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bobtown Elementary - 5th-6th	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	25	0.5
Bobtown Elementary 5th-6th	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	10	0.5

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 690 sq. ft.

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bobtown Elementary - LS	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	5 to 13	5	0.25
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.							
Bobtown Elementary- LS	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 13	15	0.75
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.							

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 690 sq. ft.

Square footage of this classroom: 690 sq. ft. (30 feet long x 23 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Mapletown -7th-8th	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.5
Mapletown 7th-8th	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	25	0.5

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 690 sq. ft.*Square footage of this classroom:* 690 sq. ft. (30 feet long x 23 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mapletown 9th-10th	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	10	0.5
Mapletown 9th-10th	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	25	0.5

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 690 sq. ft.*Square footage of this classroom:* 660 sq. ft. (22 feet long x 30 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mapletown 11th-12th	A Junior/Senior High School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	10	0.5

		programs are operated					
Mapletown 11th-12th	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	25	0.5

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 690 sq. ft.*Square footage of this classroom:* 660 sq. ft. (22 feet long x 30 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mapletown ES	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 21	10	0.5
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.							
Mapletown ES	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 21	25	0.5
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.							

Program Position #10*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 690 sq. ft.*Square footage of this classroom:* 638 sq. ft. (29 feet long x 22 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mapletown- LS	A Junior/Senior High School Building	A building in which General Education programs	Itinerant	Life Skills Support	12 to 21	10	0.5

		are operated					
Justification: Students of varying ages are not together, unless an age range waiver is signed and agreed upon by the IEP team and parents.							
Mapletown- LS	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 21	10	0.5
Justification: Students of varying ages are not together, unless an age range waiver is signed and agreed upon by the IEP team and parents.							

Program Position #11*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 690 sq. ft.*Square footage of this classroom:* 240 sq. ft. (12 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bobtown Elementary Hearing Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.06
Justification: Students of varying ages are not together, hearing support sessions are provided on an individual basis.							
Bobtown Elementary- Vision Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 12	2	0.04
Justification: Students of varying ages are not together, vision support services are provided on an individual basis.							

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 690 sq. ft.*Square footage of this classroom:* 240 sq. ft. (12 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bobtown Elementary- Speech	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	61	0.94
Justification: Speech services are provided on an individual basis with students or in a small group setting with students of similar ages and grade levels.							

Mapletown- Speech	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 21	4	0.06
Justification: Speech services are provided on an individual basis with students or in a small group setting with students of similar ages and grade levels.							

Special Education Support Services

Support Service	Location	Teacher FTE
Nurse	Bobtown / Mapletown split	1
Personal Care Aide	Bobtown Elementary	2
Classroom Aide	Bobtown Elementary	3
Personal Care Aide	Mapletown Junior/Senior High School	1
Classroom Aide	Mapletown Jr.-Sr. High School	2
Director of Special Education	District Wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Psychologist	Intermediate Unit	5 Days
Social Worker	Intermediate Unit	5 Days
Physical Therapy	Intermediate Unit	2 Hours
Social Worker	Intermediate Unit	5 Days
Audiology	Intermediate Unit	1 Minutes
Assistive Technology	Intermediate Unit	1 Minutes
Occupational Therapists	Outside Contractor	1.5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Autism trainings will be held in the fall and spring of each school year. Evidence of these training's include: agendas and sign in sheets.
Person Responsible	Director of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	20
Provider	School District
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Professional Learning Communities
Participant Roles	Classroom teachers School counselors Paraprofessional

	Classified Personnel Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	discussion and reflection
Evaluation Methods	Participant survey Review of written reports summarizing instructional activity

Behavior Support

Description	Effective behavior support trainings will be held in the fall and spring of each school year. Evidence of these trainings include: agendas and sign in sheets.
Person Responsible	Director of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	80
Provider	School District
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school	Increases the educator's teaching skills based on

counselors and education specialists	research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation School Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) High (grades 9-12)
Follow-up Activities	discussion sessions
Evaluation Methods	discussion sessions

Paraprofessional

Description	Trainings for paraprofessionals will be held in the fall and spring of each school year. Evidence of these trainings include: agenda, sign in sheets, and completion certificates.
Person Responsible	Director of Special Education
Start Date	7/1/2015

End Date	6/30/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	12
Provider	School District
Provider Type	IU
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Live Webinar Department Focused Presentation
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting
Evaluation Methods	Participant survey Review of written reports summarizing

	instructional activity certificates of achievement
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Reading NCLB #1

Description	Trainings/ meetings will be held in the fall and spring of each school year. Evidence of these trainings include: agendas and sign in sheets.
Person Responsible	Director of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	50
Provider	School District
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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>

Training Format	LEA Whole Group Presentation Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals Classified Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Participant survey Review of participant lesson plans Portfolio

Transition

Description	Transition trainings will be held in the fall and spring of each school year. Evidence of these trainings include: agendas and sign in sheets.
Person Responsible	Director of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Special Education, Gifted Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	30
Provider	School District
Provider Type	IU
PDE Approved	Yes

Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
Participant Roles	Classroom teachers School counselors Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting
Evaluation Methods	Participant survey

Special Education Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer