

Crawford Central SD

Special Education Plan Report

07/01/2016 - 06/30/2019

District Profile

Demographics

11280 Mercer Pike
 Meadville, PA 16335
 (814)724-3960
 Superintendent: Thomas Washington
 Director of Special Education: Alisa Willey

Planning Committee

Name	Role
Jennifer Galdon	Administrator : Professional Education Special Education
Thomas Washington	Administrator : Professional Education Special Education
Alisa Willey	Administrator : Professional Education Special Education
Jan Feleppa	Board Member : Professional Education Special Education
Sabrina Richards	Ed Specialist - School Psychologist : Professional Education Special Education
Nicole Rodax	Ed Specialist - School Psychologist : Special Education
Amy Lynn	High School Teacher - Regular Education : Special Education
Kim Snedeker	High School Teacher - Special Education : Special Education
Tina Craft	Parent : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 777

Identification Method

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

The Crawford Central School District method for identifying students with a specific learning disability continues to be through the use of the discrepancy model. The initial step in the process begins with a team discussion where students who are experiencing difficulty meeting the demands of the general education curriculum are discussed. Initially, strategies are discussed that could be provided to assist the students individual needs. If these strategies are implemented, and the student continues to struggle, the district would utilize the discrepancy model to determine the presence or absence of a disability. A psychological evaluation for a Specific Learning Disability consists of an IQ test and an achievement test. The discrepancy model tells us to look for a gap of approximately 15 points between overall ability and achievement in one or more areas, other factors need to be considered as well. In determining the presence of a SLD:- The IQ test is given, we look closely at subtest scores to determine a pattern of strengths and weaknesses and an intercorrelation among the scores. We use those subtest scores to determine any other testing measures we want to administer in order to pinpoint specific areas of need that could be affecting reading or math achievement or their overall academic functioning. For example, if on a WISC we see low subtest scores in the area of memory, we will administer additional tests that allow for a more in depth look (auditory sequencing, auditory memory, auditory processing, phonological awareness, etc.) If we are considering a possible reading disability, we use multiple measures to compare comprehension with oral versus silent reading, fluency, decoding, etc. Dibels, progress monitoring of implemented interventions, and screening data collected by the Guidance Counselor are also utilized as part of the determination. Again, the point spread cannot be looked at rigidly. If the Dibels score is low, the student has not made expected progress with implemented interventions, and the gap is only 10 points, we would diagnose as SLD. It is imperative that the whole picture is considered when making this decision with as much data as possible and input from team members.

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 District enrollment has increased for Special Education since the 2013-2014 PennData Report. The District continues to monitor class sizes and case loads for each Special Education teacher/program. The District continues to provide a Least Restrictive Environment and we strive to improve inclusionary practices.

In terms of specific differences, the total percentage of students identified with disabilities in the district is 17.5%. This is noted as comparable to the state average of 15.4%. The enrollment percentage for students identified with Specific Learning Disabilities is 36.8% as compared to the state average of 44.3%. The following categories also have comparable averages: LEA Autism: 10.6% compared to State: 9.4%, LEA Emotional Disturbance: 15.5%, State: 8.4%, LEA ID: 7.9%, State: 6.7%, LEA OHI: 6.6% State: 12.3%, and LEA Speech: 20.3% State: 15.8%

The Crawford Central School District publicizes an annual public notice to identify, locate, and evaluate children with disabilities who require special education and related services in the local newspaper, on the district website, on district bulletin boards, on a local television station, and within school handbooks and calendars. It is within the body of the notice that we also state that these services are offered at no charge to families.

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 Crawford Central School District hosts one children's institution within its boundary. The district utilizes existing Child Find procedures to ensure that a free appropriate education (FAPE) is available. FAPE will be provided for any student identified and in need of special education services. The district would participate in that student's Individual Education Plan meeting to ensure appropriate services were being delivered.

The placement of students with disabilities into any educational environment is determined at the IEP meeting and is based upon the levels of identified needs that the individual student presents. The district's philosophy is to include all students from all disability categories within the home school and to make every effort to educate students in the least restrictive environment. The placement into a more restrictive setting is not solely related to any particular disability category. Placement is based upon the individual needs of the student and the degree to which those needs relate to and affect the student's ability to have a successful and meaningful experience and to make progress. No barriers or problems currently exist which limit the district's ability to meet its obligations under Section 1306 due to open lines of communication.

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).

Crawford Central would continue with its current intake process for incarcerated students entering the district. This process begins with the obtainment of the history of incarcerated students regarding their special education status along with back-up documentation from their previous school. The district currently uses a single contact person (attendance office) who would create a linkage with the correctional facility. The correctional facility, through their intake process, would be made aware that we are a host district. At that time the District would explain the evaluative and educational services that we provide to all students entering directly into the facility. We would also maintain contact with sending districts in terms of maintaining their involvement with the program via re-evaluations and IEP team meetings. The linkage with the home district would also include clarification of communication strategies that would keep the parent/guardian involved as well. The district would offer both special education and regular education services to those students who are incarcerated.

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 involvement of regular education teachers in developing accommodations to the general curriculum begins with an initiation of the Core Team process. The Core Team is led by the building principal and includes the school counselor, the child's teacher(s) and other staff that are involved with the student. The school psychologist is a frequent member of the Core Team. Parents are always invited to be part of the team and are considered a key team member. The purpose of the Core Team is to analyze student academic and behavior progress to determine ways to appropriately support the student within the general education program. If this level of intervention proves unsatisfactory, the student may be referred for multidisciplinary evaluation. In each case, for

special services and programs to be considered, the psychologist must first determine whether or not the student is eligible to receive services according to state regulations, and standards. Next, it must be determined whether or not the student's needs may be met within the general education environment. If special programs and services are required, it is the responsibility of the IEP team to determine the least restrictive placement within which the student's needs can be met. Only when it has been determined by the IEP team that appropriate accommodations, (including differentiated instruction techniques) are not sufficient to meet the educational needs of the student is the student considered for further support through special education programs and services. Special education offers a range of intervention levels that include supportive intervention within the regular class to full-time special education outside the regular school. The District offers Title I Services to all students in all elementary buildings. The District also provides paraprofessionals to support students in the regular education classroom. Special educators also co-teach with regular education teachers in English, math, science, social studies, science, health and computer classes.

The District provides successful research based programs including research based literacy strategies in all classrooms, flexible grouping at the elementary level to provide differentiated instruction to all students, transition programs at the secondary level, partnerships with agencies to provide additional support, on-site juvenile probation programs, an in-school School Resource Officer, career counseling programs and school-to-work programs.

Supplemental aids and services are used prior to removing a student from the regular education classroom. The District consults with school psychologists, guidance counselors, assistive technology, autistic support personnel, occupational or physical support staff, speech/language pathologists, school nurses, and transition facilitators. The District uses collaborative, instructional, physical and socio-behavioral aids and services. These include, but are not limited to, teacher providing notes, assistive technology, peer tutoring programs, breaks from instruction, visual and graphic organizers, extended time, reduced or leveled reading selections, and word banks. Physical aids include, but are not limited to, squishy seats, large balls, cushions, stools, bean bags, room organization, air conditioned rooms, sensory stations, touch screens, movement included in the classroom, scheduled breaks, study carrels, and preferential seating. Social and behavioral support include, but are not limited to, social stories, planned breaks, role playing, visual cuing, token economy, conferences, community based learning, calming rooms, CPI, social lunches, behavioral contracts, and self-monitoring charts.

The District provides professional development to regular and special educators to meet the LRE targets. The District includes all special educators in programs with the regular educators. The District has provided professional development on co-teaching methods, literacy strategies (LETRS- Language Essentials for Teachers of Reading and Spelling, Dyslexia Training, Reading Apprenticeship), DIBELS, Data Analysis, Autistic support strategies, classroom management strategies, and poverty workshops (Aha Institute), technology integration workshops, and transition workshops. The District provides conferences and workshop opportunities hosted by the IU and PaTTAN.

CCSD collaborates with the IU and PaTTAN to assist with difficult to place students with several initiatives, including completing the Supplemental Aids and Services Toolkit; identifying and monitoring the effectiveness of assistive technology devices; behavioral specialist observations with suggestions for positive behavioral interventions, strategies and supports; and developing goals and

objectives that are student specific so students can receive instruction in the regular education classroom.

CCSD teachers are expected to teach students with a range of disabilities in the regular education setting. The teacher collaborate with the special educators and families regarding supplemental aids and services, participate in IEP team meetings, and provide instructional strategies to meet the needs of all students.

Whenever a student is placed into a program outside of the regular education setting within or outside of the regular educational setting within or outside of the home school building or district; the IEP team considers opportunities for the student to participate in appropriate programs, activities, and inclusionary settings as appropriate. Out of district placements are not considered until all district resources, including specialized services, evaluations, consultation provided by the Intermediate Unit have been completely exhausted. These decisions are data driven and regardless of the students placement ongoing counseling, progress monitoring, and collaboration continues regarding the appropriate educational expectations and the least restrictive environment continues to be a main focus. There are 40 students who are placed in other LRE facilities outside of the District. There are 8 students at the Barber National Institute for autistic support, 19 students at Bethesda Children's Home for emotional support, 5 students at the Crawford County Career and Technical Center for life skill support, 1 student at General McLane School District for hearing impaired, 1 student at Hermitage House for emotional support, 5 students at PENNCREST School District for multiple disabilities support and 1 student at Sarah Reed Children's Home for emotional support.

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.

All special education teachers, support staff, and administrators are provided CPI (Crisis Prevention Institute/Intervention) training annually. There are 4 certified trainers of CPI in the district. The trainers provide 6 hours of training in the first year to all special educators, paraprofessionals and administrators and a refresher of 3 hours annually. Two of our five elementary buildings have been trained in SWPBS (School Wide Positive Behavior Support) strategies by the IU and PaTTAN. There are 2 secondary buildings that are trained and implementing a SWPBS plan. The District has developed a Behavioral Intervention Process for secondary students developed by the Superintendent, School Psychologists, Principals and Director of Secondary Curriculum which involves a procedure of discipline consequences. Functional Behavior Assessments are conducted and included within the IEP process as well as a Positive Behavior Support Plan. All District teachers and administrators have participated in classroom management training. If the student has not achieved progress in the LRE, services or programs are added to meet academic/behavior goals. This may include a more restrictive environment or out-of-district placement. The District has

partnered with an agency to provide an in-school mental health counselor to eligible students. The middle school has provided Aggression Replacement Training to the teachers and guidance counselors. The ART is a collaboration with juvenile probation to provide strategies to deal with anger, moral reasoning and skills. Students who are eligible participate for 30 sessions for 45 minutes per session. The program is designed to provide strategies to cope with situations positively rather than acts of aggression and violence. The District also has a in-school behavioral health service that is a partnership between the Crawford Central School District , Associates in Child Counseling and Child Guidance, and the student and their parents/guardians. The program is staffed every school day by trained mental health professionals and behavioral health workers that offer daily individual interventions and group therapy. This program is in place in three of our five elementary buildings.

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 District does not have gaps in its current program to provide FAPE for hard to place students. The District provides specifically designed alternative education programs for each student with a need determined. We partner with outside agencies, including Sarah Reed, Bethesda, and CAEP (Career Alternative Educational Placement.) Hearing impaired students are educated at a neighboring school district. The District collaborates with IU5 and PaTTAN to assist with difficult to place students.

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.

Crawford Central School District offers its own supervision of special education and school psychological services. CCSD provides learning support, emotional support, autistic support, life skills (K-6) and speech/language programs. The District contracts with the IU for 7th-12th grade life skills support, occupational therapy, physical therapy and assistive technology. CCSD employs one Director of Special Services to supervise the program. There are two full time school psychologists to evaluate students for special education services and to ensure the emotional support and autistic

support programs are using the most research-based practices. A full time secretary tracks students, coordinates meetings, and assists in the coordination of IEP documentation. The secretary performs data entry with Penndata, PIMS and ACCESS.

CCSD employs about 75 highly qualified paraprofessionals to support students with mobility, transitions, academics, social and behavioral needs in the classroom and community. The paraprofessionals are provided 20 hours of professional development by the District annually. Professional development includes First Aid, CPR/AED, CPI, classroom behavior management, autistic support and IEP regulations.

CCSD uses a software program to ensure current IEP formats are being followed. The program stores all current and previous IEP's, evaluations, re-evaluations and supporting documents.

CCSD operates a K-21 Autistic support program. All elementary buildings are fully accessible and provide ample space for all special education programs.

The District employs two full time school psychologists. All Learning Support Teachers are included in professional development and in-service activities. The district continues to provide the same core instruction and resources in replacement classes. The Special Education teachers are involved in co-planning, department level and grade level meetings. The District employs a Transition Coordinator who works with students ages 14 and up. This person provides job shadowing, internships, and visitations to post-secondary institutions.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Meadville Area Senior High School	Nonresident	IU5	2
Meadville Area Middle School	Nonresident	IU5	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Sarah Reed Children's Home	Other	Emotional Support	1
Bethesda Children's Home	Other	Emotional Support	20
Barber National Institute	Other	Autistic Support	9
Hermitage House	Other	Emotional Support	1
General McLane School District	Neighboring School Districts	Hearing Impaired	1
Crawford County Career and Technical Center	Other	Life Skills Support	6
PENNCREST School District	Neighboring School Districts	Multiple Disabilities Support	5

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 1, 2015

Reason for the proposed change: Class Size, needed additional teacher

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Second District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	8	0.6
Second District	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	8 to 10	4	0.4

Justification: Teacher works with grade levels throughout the day.

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 1, 2015

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	15 to 16	4	0.4

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 13	4	0.4
Justification: Teacher works with students at various times throughout the day							
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 14	1	0.2

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	8	0.4
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	9	0.6

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class

Implementation Date: September 1, 2015

Reason for the proposed change: Caseload change

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	10	0.5
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	9	0.5

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 1, 2015

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cochranton Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	53	1
Justification: Teacher works with students at various times throughout the day at one building.							

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 1, 2015

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Neason Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	11	0.8
Justification: Teacher works with students at various times throughout the day in one building.							
Neason Hill	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	2	0.2

Program Position #8*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
First District Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	14	0.8
First District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	3	0.2

Program Position #9*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Change in roster***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Neason Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	12	0.9
Justification: Teacher works with students at various times throughout the day in one building.							
Neason Hill	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 9	1	0.1

Program Position #10*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Change in roster***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	8	0.4
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	16 to 16	2	0.1
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 17	9	0.5

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update roster**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Neason Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	13	1

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Change in roster**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	16 to 18	7	0.6
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	17 to 17	1	0.1

Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 17	3	0.3
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Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Roster update**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 17	15	0.5
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	7	0.5

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Roster change**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 14	5	0.3
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	10	0.7

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update roster**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cochranton Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	18	1

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update roster**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cochranton Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	20	1

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Change in roster**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	14	0.7
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	5	0.3

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* update roster**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	5	0.5
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	9	0.5

Program Position #19*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Roster update***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	13	0.5
Meadville Area Senior High School	A 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 17	7	0.5

Program Position #20*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Caseload update***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Neason Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 19	36	1
Justification: Teacher works with students at various times throughout the day in one building.							

Program Position #21*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Caseload change*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East End @ Second District Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	34	1
Justification: Teacher works with students at various times throughout the day in one building.							

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 1, 2015

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West End Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 19	8	1
Justification: Teacher works with students at various times throughout the day in one building.							

Program Position #23

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 19, 2015

Average square feet in regular classrooms: 816 sq. ft.

Square footage of this classroom: 408 sq. ft. (17 feet long x 24 feet wide)

Reason for the proposed change: The teacher only uses this classroom for social lunches, the rest of the time she is providing itinerant support.

Present Class Location: Room 222

Proposed Class Location: Room 224

Length of time class has been in present location: 1 year

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West End Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 12	9	1
Justification: These students are receiving itinerant instruction. The teacher goes into the regular ed. classroom to support these students they are not pulled out for individual instruction.							

Program Position #24

Operator: School District

PROGRAM DETAILS*Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Caseload change***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 17	3	0.2
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	14	0.7
Justification: Teacher works with grade levels throughout the day.							
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	16 to 17	2	0.1

Program Position #25*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West End Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 12	7	1

Program Position #26*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Update caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West End Elementary School	An Elementary	A building in which	Itinerant	Autistic Support	9 to 9	1	0.1

	School Building	General Education programs are operated					
West End Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 10	6	0.9

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Second District Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 6	1	0.3
Second District Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 6	1	0.3
Second District	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	7 to 7	1	0.4

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Second District Elementary	An Elementary School Building	A building in which General Education programs	Itinerant	Learning Support	10 to 12	8	0.7

		are operated					
Justification: Teacher works with students at various times throughout the day.							
Second District Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	3	0.3

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cochranton Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 11	7	0.5
Justification: Students receive instruction in the regular ed. classroom with their same age peers. They are not pulled for instruction within the LS classroom.							
Cochranton Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	5	0.5

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West End Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	7	0.5
West End Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	7	0.5

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 19, 2015*Average square feet in regular classrooms:* 816 sq. ft.*Square footage of this classroom:* 850 sq. ft. (34 feet long x 25 feet wide)*Reason for the proposed change:* The teacher would have an opportunity to utilize a larger classroom for his students.*Present Class Location:* 223A*Proposed Class Location:* 222*Length of time class has been in present location:* 3 years**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West End Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.75
West End	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	4	0.25

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West End Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	11	0.7
West End Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	4	0.3

Justification: Teacher works with students at various times throughout the day.

Program Position #33*Operator:* School District

PROGRAM DETAILS*Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Caseload update***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	12	0.5
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	7	0.5

Program Position #34*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Update caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Neason Hill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 11	1	0.2
Neason Hill Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	7	0.8

Program Position #35*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Update caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Second District Elementary	An Elementary School Building	A building in which General Education programs	Itinerant	Learning Support	7 to 9	5	0.8

		are operated					
Second District Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	1	0.2

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Neason Hill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 8	2	0.3
Neason Hill	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 8	5	0.7

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
First District Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	8	0.8
First District Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 9	1	0.2

Justification: Teacher works with students at various times throughout the day.

Program Position #38*Operator:* School District

PROGRAM DETAILS*Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Caseload update***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West End Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 13	20	1
Justification: Teacher works with students at various times throughout the day.							

Program Position #39*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Update caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Neason Hill	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 11	1	0.1
Neason Hill Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 10	7	0.7
Neason Hill	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	9 to 10	2	0.2

Program Position #40*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Caseload update***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cochranton Elementary	An Elementary School	A building in which General	Itinerant	Learning Support	7 to 10	9	0.8

	Building	Education programs are operated					
Justification: Teacher works with students at various times throughout the day.							
Cochranton Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	2	0.2

Program Position #41*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Update caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
First District Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	46	1
Justification: Teacher works with students at various times throughout the day.							

Program Position #42*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: caseload update***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cochranton Junior Senior High	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	16	1

Program Position #43*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Caseload update***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Second District	An	A building in	Itinerant	Learning	8 to 11	6	0.5

Elementary	Elementary School Building	which General Education programs are operated		Support			
Second District Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	5	0.5

Program Position #44*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Caseload update**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	7	0.7
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 12	1	0.1
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 14	2	0.2

Program Position #45*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	14	0.7
Meadville Area	A Senior	A building in	Supplemental	Learning	14 to	5	0.25

Senior High School	High School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	15		
Meadville Senior High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 14	1	0.05

Program Position #46*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* update caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
First District Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 13	9	1
Justification: Itinerant instruction is occurring in the regular ed. classroom. These students are not pulled out for instructional purposes.							

Program Position #47*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Caseload update**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cochranton Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 12	11	0.9
Justification: Itinerant instruction occurs within the general ed. classroom.							
Cochranton Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	1	0.1

Program Position #48*Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: August 28, 2013

Average square feet in regular classrooms: 860 sq. ft.

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

Reason for the proposed change: caseload update

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cochranton Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 13	4	0.3
Justification: Teacher works with students at various times throughout the day							
Cochranton Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 12	8	0.7
Justification: Itinerant support occurs in the general ed. classroom. Parents have signed a waiver.							

Program Position #49

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 25, 2015

Average square feet in regular classrooms: 884 sq. ft.

Square footage of this classroom: 884 sq. ft. (34 feet long x 26 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West End Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	8	1

Program Position #50

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 1, 2015

Average square feet in regular classrooms: 850 sq. ft.

Square footage of this classroom: 850 sq. ft. (25 feet long x 34 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Second District	An Elementary School	A building in which General	Supplemental (Less Than 80% but More Than	Life Skills	5 to 6	2	0.25

	Building	Education programs are operated	20%)	Support			
Second District	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 8	6	0.75

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Services	All buildings	1
School Psychologist	All buildings	2
FT Paraeducator	Various buildings	34
PT Paraeducator	Various buildings	41
Secretary to Special Services	Instructional Support Center	1
Transition Coordinator	Various buildings	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Hearing Impaired	Intermediate Unit	4 Hours
Vision Impaired	Intermediate Unit	3 Hours
Physical Therapy	Intermediate Unit	12 Hours
Occupational Therapy	Intermediate Unit	34 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Description:</p> <p>Team meetings will occur every two weeks including the school psychologist, principal, guidance counselor and teachers. The meetings will include professional development study groups sessions and selected professional articles and books about a specific topic. Action plans will be developed for each team.</p> <p>Indicators:</p> <p>Workshop agendas, action plans, Reading and Math proficiency levels will increase by 10% each year in the special education subgroup.</p>
Person Responsible	Director of Special Services, Principals, School Psychologists
Start Date	9/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	35
# of Participants Per Session	5
Provider	Lead teachers, administrators, school psychologists
Provider Type	Individual
PDE Approved	Yes
Knowledge Gain	Research based best practices will be discussed, utilized, and evaluated to determine how we can better our practice when working with students on the autism spectrum.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Professional Learning Communities
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>

Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p>
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Behavior Support

Description	<p>Description:</p> <p>Teams including an administrators, teachers, guidance and special needs teachers from three elementary buildings will participate in Positive Behavioral Support Workshops at the IU.</p> <p>Indicator:</p> <p>Workshop agendas, number of discipline referrals will decrease by 10% each year. PSSA Reading and Math proficiency rates will increase in the special needs subgroup by 10% each year.</p>
Person Responsible	Director of Special Services, Principals
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	10
# of Participants Per Session	10
Provider	Intermediate Unit
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>Empowers educators to work effectively with parents and community partners.</p>

For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>District-developed behavioral intervention process</p>
Evaluation Methods	<p>Student PSSA data Review of participant lesson plans Discipline reports</p>

Paraprofessional

Description	<p>Description:</p> <p>All paraprofessionals will be provided 20 hours of professional development workshops including CPI, CPR/First Aid, and regulations and processes in special education.</p>
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	Indicators: Workshop agendas, discipline referrals will decrease by 10% each year. Reading and math proficiency rates will increase by 10% for the special education subgroup by 10% each year.
Person Responsible	Director of Special Services
Start Date	7/1/2013
End Date	6/30/2016
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	4
# of Participants Per Session	30
Provider	Lead teachers, administrators, school psychologists and certified trainers
Provider Type	School Entity
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	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
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	Paraprofessional meetings
Evaluation Methods	Student PSSA data Participant survey

Reading NCLB #1

Description	<p>Description:</p> <p>All learning support teachers will participate in one of the following professional development opportunities: LETRS, Reading Apprenticeship, or the Dyslexia training . The training will be done by certified LETRS or Reading Apprenticeship Trainers, COMPASS or PaTTan. All teachers will implement the strategies in the classroom.</p> <p>Indicators:</p> <p>Agendas of workshops, evaluations of workshops, job-embedded professional development sessions, lesson plans, observations and evaluations.</p>
Person Responsible	Principals, Director of Curriculum, Director of Special Services, Literacy Integration Specialist
Start Date	8/31/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	20
Provider	LETRS, Reading Apprenticeship, or Dyslexia Certified Trainers
Provider Type	Individual
PDE Approved	Yes
Knowledge Gain	Reading comprehension strategies.

Research & Best Practices Base	Reading strategies will be included in all areas of instruction.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>

	Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

Transition

Description	<p>Description:</p> <p>Teachers will participate in a workshop about transition programs and updates on regulations about transition. Teachers and transition coordinator will participate in conferences about transition.</p> <p>Indicators:</p> <p>Workshop agendas, transition documentation in IEP's, increase in graduation rate.</p>
Person Responsible	Director of Special Services, Transition Coordinator, Principals
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	1
# of Participants Per Session	20
Provider	Transition Coordinator
Provider Type	Individual
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	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

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.

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

Board President

No signature has been provided

Superintendent/Chief Executive Officer