

Penns Manor Area SD

**Special Education Plan Report**

07/01/2014 - 06/30/2017

# District Profile

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## Demographics

6003 Route 553 Hwy  
Clymer, PA 15728  
(724)254-2666  
Superintendent: Daren Johnston  
Director of Special Education: Kimberly Rode

## Planning Committee

Name	Role
Kimberly Bodek	Secondary School Teacher - Special Education
Michelle Dolges	Administrator
Erica Lauer	Secondary School Teacher - Regular Education
Kathy Lezanic	Elementary School Teacher - Special Education
Julie Miller	Parent
Kimberly Rode	Ed Specialist - School Psychologist

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 170

### *Identification Method*

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

The Penns Manor Area School District utilizes the discrepancy model to identify students with specific learning disabilities. However, typically there is a lot of data collected before students are even referred for an evaluation.

Process followed by the LEA:

Students who are having difficulty in any area, including but not limited to academic, behavioral, social/emotional, physical, speech or language, are referred to Elementary Student Assistance (ESA) at the elementary school or the Student Assistance Program (SAP) at the high school. These teams are comprised of the LEA, the building principal, school guidance counselor(s), school psychologist, and general and/or special education teachers who work directly with the student of concern. The team reviews student records, discusses student performance, and develops a short term plan to address the needs identified. Goals to address each need and interventions to work toward the goals are agreed upon. Interventions are put into place for approximately 30 days. In cases where it is warranted, a Behavioral Specialist from IU28, and/or outside agencies with proper releases in place, may also be included in gathering data and developing the short-term plan. The interventions put in place are designed to address the student's needs within the regular education classroom and curriculum.

After the intervention period, the team reconvenes with the parents to determine if the goals were met. Interventions that are successful will continue or be revised so that the student will continue placement in general education. If the student has not made sufficient progress, the team will either change the interventions for another 30 days or refer for an evaluation.

Parents always have the option to begin the multi-disciplinary evaluation (MDE) process at any time. The LEA immediately begins the MDE process when requested by the parent. Parents are presented with Permission to Evaluate and Procedural Safeguards when they request their child be evaluated.

All of the data collected during the intervention period is considered along with observations, parent and teacher input, and intelligence and achievement test scores gathered during the evaluation

process. If a significant discrepancy exists and all other criteria are met, the student may be identified as a student with a specific learning disability.

## *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>

Penns Manor's special education enrollment is proportionate with the state in all disability categories except Speech or Language Impairment (SLI). A significantly larger population of students with a SLI has been an ongoing concern in the district. Each year, the number of students transitioning into a school age program with a SLI already places us above the state average. Then through Child Find activities, that population often becomes even larger. Penns Manor and IU Speech therapists have worked together to develop a plan to address this concern. First, when students are referred because of speech or language concerns, speech interventions are implemented through Elementary Student Assistance. For some students the concern can be addressed and corrected without going through the evaluation and placement process. For students whose difficulties are unable to be corrected during the ESA process, a plan that involves ongoing monitoring and evaluation of student progress is implemented to insure that students who are eligible for and in need of services receive them and that students who are no longer eligible or in need of services are dismissed.

The following criteria have been established for enrollment as a student with a SLI:

I. The student must meet the criteria to be identified as a student with a communication disorder in the area of articulation, language, voice, or fluency.

II. The communication disorder must impact educational performance and not be an educational disability. Impacts on educational performance should be identified as affecting one of the following areas:

- social/emotional development or adjustment in the school setting
- participation in the school program
- academic achievement
- effective communication

III. A. Recommendation to begin or continue services is based on the existence of all of the following as determined by the evaluation team:

- a communication disorder that is amenable to intervention
- cognitive/developmental level sufficient to acquire targeted skills
- deficit areas that require the intervention of a Speech-Language Pathologist
- lack of adequate compensatory skills for deficit area

III. B. Recommendation for exit or dismissal is based on the existence of one or more of the following as determined by the evaluation team:

- met terminal goals and objectives in deficit area
- communication disorder is related to a medical/physical or emotional problem and is not amenable to intervention
- cognitive/developmental level does not appear to be sufficient to acquire targeted skill
- deficit areas can be managed through classroom modifications or by another service provider
- compensatory skills are functional in the deficit area
- lack of regular school and/or therapy attendance pattern
- lack of motivation to participate
- lack of attentional or behavioral skills necessary for intervention despite adaptations and/or positive behavior support
- lack of measurable progress in an agreed upon time period

### *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?

There is currently a group home within the Penns Manor Area School District that is run by Superior Human Services. There are currently no school age students residing in the home. However, in order to meet our obligation under P.S. Section 13-1306, Penns Manor communicates with resident

school districts and implements current Individualized Education Programs (IEP) with revisions for students receiving special education services. If the student's situation has changed such that the current IEP cannot be implemented, a reevaluation would be conducted to determine the students present levels of academic and functional performance. The needs identified in the reevaluation would be met through the development of a new IEP to include all of the services necessary to provide FAPE. The evaluation and IEP teams would review all information carefully and provide students with access to the general education classroom and curriculum as much as is appropriate to insure that the student is placed in the least restrictive environment. Students who reside in the group home would have transportation to Penns Manor or whatever program is agreed upon by the IEP team. Penns Manor would continue to communicate with the resident district throughout this process and bill for the cost of the program. There are no known problems or barriers that would limit the district's ability to meet its obligations under Section 1306.

### *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 are currently no facilities for incarcerated students within the Penns Manor Area School District.

In the event that a Penns Manor student would be incarcerated outside the district, Penns Manor staff would communicate with the new district responsible for providing FAPE. All relevant educational records would be provided. If the student was receiving special education services, the records would include the most recent evaluation or reevaluation report including the functional behavior assessment if it was necessary, as well as the current IEP and the Positive Behavior Support Plan if there was one in place. If the student was not receiving special education services, but was thought to be exceptional, every effort would be made to obtain Permission to Evaluate from the parent and the district would fulfill all of its obligations under Chapter 14 to conduct the evaluation and provide a written report to the parent within 60 calendar days. If the student was identified as a student with a disability in need of special education services, an IEP would be developed and implemented within 30 days of the Evaluation Report. All services and supports required to meet the student's needs would be provided either by Penns Manor or in cooperation with the district in which the facility is located in order to provide FAPE in the Least Restrictive Environment.

### *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.

Penns Manor has worked hard to improve its adherence to Least Restrictive Environment following corrective action during the 2009-2010 school year. The district has made great gains since that time. The district collaborated with PDE, PaTTAN, and IU28 to complete the SNLA and corrective action plan in order to gather and analyze the data to address the instructional and curricular concerns. The district team attended the LRE Retreat and purchased materials for staff and parent development with funds obtained through the LRE Mini-Grant. The district team utilized the information and resources of the SaS toolkit to educate the school board members, the Parent-Teacher Group (PTG), community members, and faculty and staff about the laws that drive LRE. Text resources were shared with teachers. The DVDs were utilized in training sessions for parents, faculty, and board members.

In addition to training and materials, Penns Manor has added programming in order to provide students with disabilities the support that they need to be successful in the general education classroom. Co-teaching with a general and special education teacher is available at most grade levels for reading and math. When co-teaching is not available, instructional assistants are used to support general education teachers by providing accommodations needed for assignments, tests, and quizzes, as well as behavioral support during instruction. For those students whose needs cannot be met within the general education environment for a particular subject, replacement instruction can be provided for that subject alone without the need to leave the general education classroom for any other subject. Replacement instruction is available for students who need learning support, emotional support, and life skills support at both the elementary and junior/senior high school levels. Penns Manor Elementary also added an autistic support classroom operated by the intermediate unit beginning this school year. This program has allowed us to provide instruction within the home school for students who previously would have had to attend a private facility where behavioral needs could be met. As the students who receive autistic support progress through the elementary grades, it is proposed that an autistic support classroom be put into place at the junior/senior high school as well.

The following supplementary aids and services are provided in the general education classes, other education-related settings, and in extracurricular and nonacademic settings to enable children with

disabilities to be educated with non-disabled peers.

<b>Category</b>	<b>Examples</b>
<b>Collaborative</b>	<p>Co-teaching, paraeducator support</p> <p>Scheduled time for co-planning and team meetings</p> <p>Coaching and guided support for co-teaching model</p> <p>Scheduled opportunities for parent-teacher conferences</p> <p>Scheduled opportunities for special education related conferences</p>
<b>Instructional</b>	<p>Provide modified curricular goals</p> <p>Provide alternate ways for students to demonstrate learning</p> <p>Provide test modification (limited choices, short answer essay, verbal response)</p> <p>Modify method of presentation of instruction</p> <p>Using web-based reading programs</p> <p>Provide hands-on lessons</p> <p>Provide opportunities for learning through cooperative learning groups</p> <p>Provide voice to text word processing for assignments</p> <p>Modified note-taking</p> <p>Pre-teaching, repeat directions, highlighting important text, chunking material, and other various instructional adaptations</p> <p>Instructional aids to support the student in regular education</p> <p>Access digital texts</p> <p>Structured resource period for additional academic support</p> <p>Touch screen monitors</p>
<b>Physical</b>	<p>Alpha Smart</p> <p>Preferential seating</p> <p>Individualized chairs</p> <p>Structural aids- wheelchair accessibility, grab bars</p>



**Social-  
Behavioral**

Use of document handlers, white boards, and Mobis

Modified schedules for transition in hallways

Variety of strategies and tools for sensory diet

Counseling supports

Peer Supports

Individualized positive behavior support plans

Modification of rules and expectations

Cooperative learning strategies

Individual counseling and telepsychiatry in collaboration with Indiana County Guidance C

[Supplementary Aids and Services](#)

**Service/Resource**

**Description**

Collaborative Services: Adults working together to support students

The district provides scheduled time for co-planning, team meetings, and instructional arrangements that support collaboration for co-teaching.

Paraeducators receive professional development related to collaboration and differentiated instruction.

Coaching and guided support for team members in the use of assistive technology for individual students who need sign language or assistive technology is in place.

Scheduled opportunities for parental collaboration through parent education workshops are in place.

The high school SAP team and the elementary ESA team work to identify and refer academic, behavior, or social at-risk students.

The MH/MR agency provides support for student behavior, family support, psychological services, and other resources.

The LEA collaborates with the *Indiana County Shelter Workshop for the Handicapped* facility for students who are

interested in gaining post-secondary employment.

The LEA collaborates with the *Cambria County Association for the Blind and Handicapped* for students who are interested in gaining post-secondary employment.

The Office of Vocational Rehabilitation provides services for transition into career exploration and further education options.

Junior and senior students open an account with Career Link during an on-site field trip.

Students participate in field trips to the Indiana County Courthouse, the magistrate's office, and the sheriff's office to further career exploration.

Teachers develop modified curricular goals providing alternate ways for students to demonstrate learning-eg. projects, oral presentation, power point.

Teachers provide test modification-oral testing, modified test format, modified test administration by reading the test, supplied word bank, etc.

Administrators and teachers access alternative teaching materials and/or assistive technology. Examples of these materials are: large print, computer access, modified print, touch-screen monitors, ELMO document handlers, and flip cameras.

Instructional: Development and delivery of instruction that addresses diverse learning needs

Students are provided instruction on functional skills in the context of the typical routines in the regular classroom-regular education library, physical education, art, and library classes, regular education computer science, vo. ag., science, math, and social studies in grades K-12.

Teachers utilize the co-teaching model in the high school. The model is being implemented at the elementary. Professional development on the presentation of material through differentiated instructional strategies, differentiated educational materials, flexible student scheduling, and small group instruction that focuses on specific skills have helped the co-teaching model be successful.

The district employs a full-time speech therapist and contracts with ARIN Intermediate Unit#28 for two additional days

of therapy to meet the needs of the students who are eligible for speech/language services. Language development instruction is also in place for the K-4 and kindergarten students during class time and life skills students while on Community Based Instruction.

Teachers use research-based supplementary materials and interventions.

The district provides instructional adaptations such as: pre-teaching, repeating directions, reteaching, extended wait time, proximity, breaks during instruction, extra examples and nonexamples, small group instruction that focuses on specific skills, testing in small group setting, before and after school tutoring services for students who do not have academic support in the home.

ARIN Intermediate Unit#28 provides services such as instructional support for teachers who teach students who are autistic, psychological services, behavior assessments, speech and hearing services, early intervention services, professional development, transition services for elementary and high school students, vision services

Students have the opportunity to attend the Indiana County Technology Center (ICTC) to learn industry-certified and academic-enriched career programs. The school provides state-of-the-art equipment within a safe environment.

Students are offered opportunities to meet with representatives of various colleges, universities, vocational-technical, and community colleges at the school and on-site at the facility. Students complete computerized surveys to determine interests, learning preferences, and skill development for future employment/ continuing education. Student and teacher/guidance counselor hold a conference to discuss results. Senior project development begins in 9th grade. The projects are career related or community service based.

Gifted support is in place to provide curricular and co-curricular enrichment opportunities for students identified as mentally gifted.

Physical: Adaptations and modifications to the physical environment

Slant desks, ball chairs, adaptive equipment, preferential seating, wheelchairs, grab bars

Special transportation is arranged for students who have

handicapping or behavioral conditions that prevent them from riding a typical bus.

The District employs an agency to provide OT/PT services to those students who are eligible.

Social skills instruction, counseling supports, peer supports-"partner plan", positive behavior support plans, modification of rules and expectations, cooperative learning strategies, learning groups

Social-Behavioral: Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior

The Developmental Disabilities Unit of the Community Guidance Center provides support for student behavior, transition support, family support, psychological services, and other resources for students identified with an intellectual disability.

ARIN Intermediate Unit #28 provides psychological services to those students who are eligible and in need of counseling as a related service.

Yellow Ribbon crisis intervention program is in place in grades 5, 6, 7, 8, 9, 10, 11, and 12.

The Olweus Bully Prevention program is implemented at the elementary school.

### State Performance Profile Targets

Since the district was in corrective action for LRE in 2008-2009, great strides have been made. The district has made progress each year to the point of exceeding the SPP Targets for the 2011-12 and 2012-13 school years.

#### SPP Indicator 5A:

Percent of children with IEPs aged 6 through 21 inside regular class 80% or more of the day:

School Year	SPP	SPP Target
2009-2010	45.79%	61%
2010-2011	53.26%	67%
<b>2011-2012</b>	<b>71.1%</b>	<b>65%</b>
<b>2012-2013</b>	<b>72.5%</b>	<b>65%</b>

**SPP Indicator 5B:**

Percent of children with IEPs aged 6 through 21 inside regular class less than 40% of the day:

<b>School Year</b>	<b>SPP</b>	<b>SPP Target</b>
2009-2010	9.81%	9.1%
2010-2011	3.26%	8%
<b>2011-2012</b>	<b>Not reported due to small group size</b>	<b>8%</b>
<b>2012-2013</b>	<b>Not reported due to small group size</b>	<b>8%</b>

Students who receive their educational programming outside of their home school have the opportunity to participate in field trips with their home school peers when appropriate. Transportation is provided when they participate in career exploration trips and activities, such as visits to the Indiana County Technology Center, local businesses, and post-secondary schools and training facilities. Students in outside placements also receive information concerning sports and extra-curricular activities so that they have the opportunity to participate in these as well. Students are only educated outside of the district after all district programs and services that could address the student's needs have been attempted, or it is determined by an evaluation and IEP team that the programs and services available are insufficient to meet those needs in a way that would produce educational benefit.

### *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.

Penns Manor Area School District Policy No. 113.2 addresses Behavior Support. The district policy mandates positive rather than negative measures be utilized when inappropriate behaviors interfere with the student's ability to learn, including students identified as seriously and emotionally disturbed. The IEP of students who are identified will include positive behavior support plans that will be designed by the IEP team and the student. The types of intervention shall be the least intrusive necessary. Positive behavior support plans may not include aversive techniques, restraints, or discipline procedures and these may not be used to substitute for a behavior plan. A description of aversive techniques is clearly outlined in the policy. The positive behavior plan will be designed to identify inappropriate or interfering behaviors and implement and sustain replacement behaviors. In the event that a student's behavior is acute, episodic, or aggressive and becomes a clear and present danger to himself/herself and other students and employees, and when least restrictive measures and techniques have failed will the use of restraints be

permitted. An IEP meeting will be convened to review the current IEP for appropriateness and effectiveness in the event that a student must be restrained to control aggressive behavior. The district will maintain a 2% or lower population of students who have been restrained during the duration of this strategic plan through behavior support plans, psychological counseling, and replacement behavior strategies. Trainings provided by the Intermediate Unit yearly focus on positive behavior support, and de-escalation techniques. Instruction in physical interventions is also provided with intentionally exaggerated stress that they are only to be used when the student is a clear and present danger to himself or others. A plan for School Wide Positive Behavior Support is also being introduced for grades 7-12 as described below.

Initial development began as a part of the Comprehensive School Improvement plan developed in the Spring of 2013. The team members have been working with ARIN IU, and PaTTAN Pittsburgh. Full implementation to begin Fall 2014

Progress includes:

1. Team first met on September 18, 2013, as an orientation to the program. We reviewed behavioral matrixes, tiered approaches to discipline, team roles and responsibilities, and data collection techniques. Group established a staff survey to gauge perceptions and expectations of student behaviors and school culture.
2. During the October 14, 2013 in-service, teachers and staff completed the survey described above.
3. On November 14, 2013, Lisa Donatelli and Kristen Zeglen attended the SWPB High School forum at PaTTAN Harrisburg.
4. On December 22, 2013, the team members met to analyze the results of the faculty and staff survey, and to review the materials from the Harrisburg training. In addition, the team developed a behavioral matrix, a set of expected student behaviors. In addition, the team developed the following:
  - a. A revised student discipline referral form
  - b. A mission statement "COMET CODE".
  - c. A teacher flow-chart on how to deal with student discipline issues
5. On January 17, 2014, the team met to discuss the rewards/consequences format for student behavior. We will be using the "Ticket format" to reward positive behavior. Teachers will be given a set number of tickets to use when they see students behaving accordingly.

**We are still reviewing/revising this system.**

On February 10, 2014, the team met to develop the following:

- a. Brochure of PMHS SWPB expectations and procedures (Developed by students in Mr. Antonacci's computer class).
- b. Posters and banners displaying our COMETS matrix of preferred behavior (designed and made by PM ICTC students)
- c. Student and staff survey for preferred rewards (Shobert, survey monkey). Survey to be conducted after staff/faculty roll-out tentatively set for the May 9, 2014, in-service
- d. Plans for staff/faculty roll-out.

### *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 provides Supplementary Aids and Services to support students within the least restrictive environment. For the vast majority of students this takes place within the school the student would attend if they did not have a disability. Penns Manor increased the programs available within the home school this year to include autism support at the elementary level and learning and emotional support within an Alternative Education for Disruptive Youth program at the high school level. Over the last several years, the district has developed a plan to include students in the general education classroom with the support of instructional assistants or special education teachers as well. This has significantly improved the district's ability to provide student instruction within the general education classroom more than 80% of the day as evidenced by our exceeding the current State Performance Profile Targets. For students who require a higher level of academic or functional support, our life skills support programs at both the elementary and secondary level access the community regularly to practice the skills they are learning in the classroom. When presented with a hard to place student, the district complies with state requirements to evaluate the student prior to a change in placement. The evaluation often includes a functional behavior assessment to provide the information necessary to develop a positive behavior support plan. Students who exhibit aggressive behaviors, regardless of their disability category, tend to be the most difficult to maintain within the current programs at Penns Manor. The autism support program, with its availability of physical outlets such as a swing, trampoline, exercise ball, and bikes, as well as the high level of adult support available at all times, has allowed the district to maintain several students whose behavior most likely would have previously resulted in outside placement. It is proposed that as the current students who access autism support at the elementary level transition to the high school, autism support programming be added at the secondary level to allow these students to remain in their home school.

For those students whose needs cannot be met within the program available in the district, the district collaborates with a number of facilities to provide FAPE. The district has access to programs through Pressley Ridge, New Story, ALPHA in collaboration with the Community Guidance Center, Adelphoi Village, and Appalachia IU 8. Students who are placed in residential treatment facilities are also served outside of the district.

If none of the available options would meet the student's needs, the district would collaborate with IU and PDE staff to develop a plan that would provide FAPE in the least restrictive environment.

## *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.

### **Continuum of Services**

In response to corrective action for LRE in 2008 – 2009, Penns Manor has done an excellent job of developing a continuum of services to ensure that as many students as possible can be provided with instruction in the least restrictive environment in their home school. Students in grades K-12 have access to learning support, life skills support, speech and language support, and emotional support. Two new programs were made available at Penns Manor this year to meet increased need as well. Autism support is now provided at Penns Manor Elementary by staff of the ARIN Intermediate Unit, and emotional support is available within an Alternative Education for Disruptive Youth program housed at the high school and run by the Learning Lamp. Due to the increased number of students in need of autism support, the district is considering providing autism support at the high school level as well when the students in the elementary program are ready to transition. For all students at Penns Manor in grades K-12, general education and replacement instruction is available for reading, language arts, and math. In addition, many of our general education classrooms include co-teaching with a learning support teacher or instructional assistant for reading, math, science, and social studies. At the elementary level, students who receive general education instruction but require accommodations for tests and quizzes have access to a learning support teacher or instructional assistant to provide these accommodations. At the high school level, a learning support classroom is available every period for students who would need assistance with tests, quizzes, or assignments.

After school programs are also available to students who need assistance with homework at any grade level. After school tutoring is provided by the district for students in grades K through five and nine through 12. Evergreen Boys and Girls Club, also housed at Penns Manor, provides tutoring for students in grades six, seven, and eight.

Speech and language support is provided at Penns Manor by district and intermediate unit employees. Speech therapists provide direct instruction in the special education classroom, facilitate communication in the autism support classroom, and participate in community-based instruction to promote carryover of taught speech and language skills.

Additional related services available to students who need them include, but are not limited to, occupational and physical therapy, special transportation, nursing services, personal care assistance, and psychological counseling.

For students whose needs cannot be met within the programs at Penns Manor, several high-quality



programs are available within neighboring districts. These programs include full-time autism support, life skills support, emotional support, and multiple disabilities support.

### State Performance Profile Targets

Since the district was in corrective action for LRE in 2008-2009, great strides have been made. The district has made progress each year to the point of exceeding the SPP Targets for the 2011-12 and 2012-13 school years.

#### SPP Indicator 5A:

Percent of children with IEPs aged 6 through 21 inside regular class 80% or more of the day:

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2009-2010	45.79%	61%
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### Transition

Transition planning typically begins when students are thirteen years of age or in seventh grade. Numerous activities are in place to provide students with opportunities to explore their interests and goals, and to introduce them to additional post-secondary and career options that they may not

have been aware of. All students are evaluated using a computer-based interest inventory. Additional transition evaluations and interest inventories are conducted at least yearly to ensure that services and activities provided meet student needs. Some of the services and activities offered to students between seventh and twelfth grades are as follows:

- Phase 1 and phase 2 career awareness activities conducted by ARIN IU 28
- Tour and shadow the Indiana County Technology Center
- Informational sessions for numerous post-secondary education and training facilities
- Tours of local postsecondary education and training facilities
- Tours of a variety of local business
- Community Based Instruction
- Apartment program to develop functional daily living skills
- Work experience facilitated by Career Link, Lifesteps, Indiana County Workshop, and Association for the Blind
- Facilitate registering for the selective service
- Facilitate registering to vote
- Provide information on acquiring a state ID, or driver's license
- Develop a resume, cover letter, and interview skills
- Refer to and facilitate meetings with the Office of Vocational Rehabilitation
- Refer to and facilitate meetings with the Developmental Disabilities Unit if warranted
- Provide information on Transportation for Persons with Disabilities (PWD) Program

### **Professional Development**

**ALL STAFF:** The district provides professional development to all staff regularly. Workshops are most often provided by IU28, and PaTTAN. In addition to professional development provided to all staff at Penns Manor, numerous opportunities are made to staff throughout the year to attend trainings at other locations. Teachers are encouraged to attend trainings of interest or related to district needs. Specifically targeted topics include Autism, positive behavior support, math, and reading. Information regarding available workshops is forwarded to staff as it becomes available through e-mail. In addition, there are links on the Penns Manor web page to IU 28, PaTTAN and The ARC of Indiana County. All new teachers participate in the ARIN induction training series as well. This series includes one full day devoted to special education and is described as follows:

### “Meeting the Needs of Students with IEPs”

This workshop will assist participants in supporting students with IEPs in general education classrooms. Information regarding the Individuals with Disabilities Education Act (IDEA), the IEP process, confidentiality, and disability awareness will be shared; and participants will learn strategies not only for providing necessary adaptations, accommodations, or modifications, but also for creating and sustaining differentiated classrooms. Presenters: ARIN Training and Consultation (TaC) Team.

Beginning with the 2013-14 school year, the high school special education teachers met with the principal and every teacher in each grade level to review the specially designed instruction in each student’s IEP. This practice will continue in order to insure that all staff are aware of the expectations in their classrooms.

**SPECIAL EDUCATION STAFF:** Additional trainings specific to special education staff have also been available. Indicator 13 training was required for high school special education teachers to improve our transition practices. Our transition coordinator participates in all transition related webinars and attends bi-monthly Transition Council meetings. All special education staff recently completed an educational benefit review training conducted by the IU to prepare for upcoming monitoring. Standards based IEP training, and how to develop effective measurable annual goals was also presented and will be reviewed yearly to insure that the IEPs that we develop promote progress. The district’s special education department meets monthly with administration to review and discuss the current special education roster including students in outside placements, to provide any special education or ACCESS updates, and to respond to any concerns that have developed in the last month.

**SUPPORT STAFF:** Professional support staff participates in at least 20 hours per year of professional development activities that support best practices in special education.

Newly hired professional support staff are required and current staff are encouraged to attain the Credential of Competency based on 20 hours of professional development on the following 10 standards.

1. Foundations of Special Education
2. Development and Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments and Social Interactions
6. Language
7. Instructional Planning

8. Assessment
9. Professional Ethics and Practice
10. Collaboration

**ADMINISTRATION:** The district's designee participates in the intermediate unit's efforts in Procedural Safeguards, School Safety, Curriculum Advisory Council, Homeless Council, Special Education Task Force, Pre-K Counts Grantees, Children's Advisory Council, and Pupil Services.

**PARENTS:** At each IEP meeting, parents will be provided with information about how to access a variety of training opportunities through the Students Services link on the district's website. In addition, parents are surveyed to determine the best time of day and topics of interest to be included in district wide parent trainings. Activities to facilitate parent attendance at these trainings include parent luncheons, prize raffles, and travel reimbursement. The district is also considering utilizing well attended activities such as back to school night and the elementary Halloween parade to increase parent involvement.

### **Additional Support and Services**

Penns Manor Area School District networks with neighboring school districts, intermediate units, community-based programs, approved licensed private schools, and alternative education placements to provide all students with free appropriate public education (FAPE).

The district's elementary and secondary life skills support and elementary autism support programs enable the district to provide FAPE for students within the home district.

The district works closely with community agencies facilitate success additional services for students with developmental, emotional, behavioral, and social deficits.

Early intervention speech services are provided by the district speech clinician for the Pre-K and K4 classes. Language development and phonological awareness activities are also conducted.

The district life skills programs work cooperatively with a full array of community, domestic, recreational, and social educational opportunities.

A cooperative effort with IU28's Work Experience and Community Based Activities Programs supports vocational experiences for students with disabilities.

Psychological counseling is provided as a related service for students when deemed appropriate by the IEP team.

A full array of extended school year services is offered through a cooperative effort with the intermediate unit.

Active parent-teacher groups provide volunteers and raise funds for field trips, audiovisual materials, guest speakers, games and supplemental instructional materials.

Back-to-School Night encourages parental involvement in schools and provides families with information about educational programs and social service agencies.

Gifted students design and produce a video presentation used at graduation, student orientation, and parent orientation.

Gifted students assist with recording and editing graduation projects for Life Skills students.

Parents are able to monitor their child's grades on Edline.

## Parent Involvement

Annual parent involvement activities are planned by district teachers, staff, and administrators. Parent presentations have included: EdLine, Choices program and career exploration, guided reading, agency representation, Special Education 101, and supporting your student at home.

Parents receive copies of the "Let's Chat" newsletter from the ARC.

Parents are able to access special education updates and resources on the district website.

Parents attend grade level lunches at the elementary.

Parents of K-4 students participate in "Family Day" at Idlewild Park.

Summer library hours are available to parents and students.

Parents are invited to be guest readers during the "Read Across America" program.

Parents are recognized through the Parent Reward celebrations at the elementary school.

Parents receive information through the Accelerated Reader Home Connect website.

Parents receive monthly newsletters from the elementary principal.

Parents are invited to participate in planning the after prom activities, production of the high school musical, boosters organizations, and Parent-Teacher Group.

Parents are invited to attend plays, talent shows, and band and chorus concerts that occur during and after the school day.

Parents are invited to participate in parent-teacher conferences.

Parents are invited to attend transition meetings at the K-4, kindergarten, and 7th grade levels.

Parents of senior students are invited to meet the OVR representative during the student interview.

# Assurances

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## Special Education Assurances

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

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

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

Facility Name	Facility Type	Services Provided By	Student Count
Superior Human Services Group Home	Nonresident	Penns Manor Area School District	0

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story Indiana	Special Education Centers	Autism, Emotional, and Multiple Disabilities Support	4
Pressley Ridge	Special Education Centers	Emotional Support	1
Adelphoi Village	Other	Credit Recovery (Y.E.S.), Alternative Education, Day Treatment	1
ALPHA Partial Hospitalization Program	Special Education Centers	Emotional Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penns Manor Elementary - EA	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	10	0.5
Penns Manor Elementary - EA	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 #2***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penns Manor - GP	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	10 to 11	3	0.2
Penns Manor Elementary - GP	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 13	9	0.8
Justification: Individual and small group instruction is provided to meet student needs within the Life Skills classroom for students in grades K-6.							

**Program Position #3***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penns Manor Elementary - KL	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	15	0.6
Penns Manor Elementary - KL	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	4	0.2
Penns Manor Elementary - KL	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 12	4	0.2



**Program Position #4***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penns Manor Elementary - LK	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	15	0.7
Penns Manor Elementary - LK	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 11	5	0.3

**Program Position #5***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penns Manor Elementary - SH	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 13	5	0.4
Justification: Individual and small group instruction is provided to meet student needs within the Autistic Support classroom for students in grades K-6.							
Penns Manor Elementary - SH	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 13	6	0.5
Justification: Individual and small group instruction is provided to meet student needs within the Autistic Support classroom for students in grades K-6.							
Penns Manor Elementary - SH	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	7 to 10	1	0.1

**Program Position #6***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Penns Manor Elementary - LS	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	35	0.5
Justification: Individual and small group instruction is provided to meet student needs within the Speech classroom for students in grades K-6.							
Penns Manor High School - LS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 21	4	0.1
Justification: Individual and small group instruction is provided to meet student needs within the community and speech classroom for students in grades 7-12.							

**Program Position #7***Operator:* School District**PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Penns Manor Elementary - JT	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	59	0.9
Justification: Individual and small group instruction is provided to meet student needs within the speech classroom for students in grades K-6.							
Penns Manor High School - JT	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 21	6	0.1
Justification: Individual and small group instruction is provided to meet student needs within the community and speech classroom for students in grades 7-12.							

**Program Position #8***Operator:* School District**PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Penns Manor High School - MD	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 21	25	0.7
Justification: Individual and small group instruction is provided to meet student needs within the Learning Support classroom for students in grades 7-12.							
Penns Manor High School - MD	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 21	6	0.3
Justification: Individual and small group instruction is provided to meet student needs within the Learning Support classroom for students in grades 7-12.							

**Program Position #9***Operator:* School District**PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Penns Manor High School - KB	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 21	35	0.8
Justification: Individual and small group instruction is provided to meet student needs within the Learning Support classroom for students in grades 7-12.							
Penns Manor High School - KB	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	5	0.2

**Program Position #10***Operator: School District***PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Penns Manor High School - KK	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 21	20	0.5
Justification: Individual and small group instruction is provided to meet student needs within the Learning Support classroom for students in grades 7-12.							
Penns Manor High School - KK	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 21	10	0.5
Justification: Individual and small group instruction is provided to meet student needs within the Learning Support classroom for students in grades 7-12.							

**Program Position #11***Operator: School District***PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Penns Manor School District - AR	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	15	1
Justification: Individual and small group instruction is provided to meet student needs within the Life Skills Support classroom for students in grades 7-12.							

**Program Position #12***Operator: Outside Contractor for the School District***PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Penns Manor High School - AEDY	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 18	10	0.4
Justification: Individual and small group instruction is provided to meet student needs within the Alternative Education classroom for students in grades 7-12.							
Penns Manor High School - AEDY	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 18	5	0.4
Justification: Individual and small group instruction is provided to meet student needs within the Alternative Education classroom for students in grades 7-12.							
Penns Manor High School - AEDY	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 21	5	0.2
Justification: Individual and small group instruction is provided to meet student needs within the Alternative Education classroom for students in grades 7-12.							

**Special Education Support Services**

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
Personal Care Assistants	Penns Manor Elementary	3
Personal Care Assistants	Penns Manor High School	3
Instructional Assistants	Penns Manor Elementary	5
Instructional Assistants	Penns Manor High School	4

### Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
School Psychologist	Intermediate Unit	5 Days
Director of Student Services	Intermediate Unit	0.4 Days
Occupational Therapists	Outside Contractor	2 Days
Physical Therapist	Outside Contractor	1 Days
IU Instructional Assistant 1	Intermediate Unit	5 Days
IU Instructional Assistant 2	Intermediate Unit	5 Days
IU Instructional Assistant 3	Intermediate Unit	5 Days
IU Instructional Assistant 4	Intermediate Unit	5 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	All staff will be provided with training in strategies to support autistic students academically and behaviorally in the general education classroom and curriculum. Evidence that the action step has been completed will be available through training sign-in sheets for each session.
<b>Person Responsible</b>	Kimberly Rode, Director of Student Services
<b>Start Date</b>	8/25/2014
<b>End Date</b>	6/2/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	30
<b>Provider</b>	ARIN IU 28
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Department Focused Presentation

<b>Participant Roles</b>	Classroom teachers
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities
<b>Evaluation Methods</b>	Increase in autistic student participation in general education by at least 2% each year over the three year period

## Behavior Support

<b>Description</b>	School Wide Positive Behavior Support training will be provided to high school staff as the program is implemented beginning in the 2014-15 school year. Evidence that will indicate the action step has been implemented will be found on training sign-in sheets.
<b>Person Responsible</b>	Kristen Zeglen, Assistant Principal
<b>Start Date</b>	7/1/2014
<b>End Date</b>	6/9/2017
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	20
<b>Provider</b>	ARIN IU 28
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.



<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists Parents
<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Joint planning period activities Joint review of discipline data for further planning
<b>Evaluation Methods</b>	Decrease in number of administrative discipline (detentions and suspensions) by 2% for each year of the plan

## Paraprofessional

<b>Description</b>	Paraprofessionals will receive 20 hours of professional development per year. Those who do not yet have their credential of competency will have the opportunity to acquire it. CPR and First Aid training will be provided yearly as well. Evidence that this action step has been completed will be found in an increase in the number of paraprofessionals who hold the credential of competency and maintenance of CPR and First Aid certifications.
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<b>Person Responsible</b>	Kimberly Rode, Director of Student Services
<b>Start Date</b>	8/25/2014
<b>End Date</b>	6/9/2017
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	14
<b># of Participants Per Session</b>	15
<b>Provider</b>	PaTTAN and ARIN IU 28
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops Online-Asynchronous
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion Completion of the Paraeducator Standards for Practice: Competency Assessment Checklist

<b>Evaluation Methods</b>	CPR, First Aid, and Credential of Competency certifications. Each paraprofessional will maintain at least 20 hours of professional development for each year of the plan.
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### Reading NCLB #1

<b>Description</b>	A small group of district teachers, certified as reading specialists, will provide training in current reserach based strategies for improving reading skills across the curriculum. Evidence that the action step has been completed will be found on training sign-in sheets.
<b>Person Responsible</b>	Elementary and High School Principals
<b>Start Date</b>	8/25/2014
<b>End Date</b>	6/5/2015
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	5
<b>Provider</b>	District Staff
<b>Provider Type</b>	Individual
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Professional Learning Communities
<b>Participant Roles</b>	Classroom teachers

	School counselors Paraprofessional Other educational specialists
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Student PSSA data

## Transition

<b>Description</b>	The district's transition coordinator will participate in bi-monthly Transition Council meetings and attend other transition trainings and webinars, and then report new information to district special education staff. Evidence that will indicate that the action step has been implemented includes training sign-in sheets.
<b>Person Responsible</b>	Kimberly Rode, Director of Student Services
<b>Start Date</b>	8/25/2014
<b>End Date</b>	6/9/2017
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	20
<b># of Participants Per Session</b>	8
<b>Provider</b>	ARIN IU 28 and PaTTAN
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.

<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	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.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops Professional Learning Communities
<b>Participant Roles</b>	Classroom teachers
<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Increase in post school employment or post-secondary training each year of the plan

# Special Education Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Chief School Administrator*