

East Pennsboro Area SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

890 Valley St
 Enola, PA 17025-1541
 (717) 732-3601
 Superintendent: Bruce Deveney
 Director of Special Education:

Planning Committee

Name	Role
Stephanie Andrejack	Secondary School Teacher - Regular Education
Stephen Andrejack	Administrator
Tricia Beaver	Elementary School Teacher - Regular Education
Adria Bello	Community Representative
Melissa Bryson	Middle School Teacher - Regular Education
Jay Burkhart	Administrator
Cydnee Cohen	Middle School Teacher - Special Education
Jeff Copus	Business Representative
Bruce Deveney	Administrator
David Edmiston	Business Representative
Barbara Foltz	Elementary School Teacher - Regular Education
Katie Gouldner	Community Representative
Corey Groff	Administrator
Kimberly Grundon	Board Member
Rebecca Hanusa	Secondary School Teacher - Regular Education
Jan Hersh	Elementary School Teacher - Regular Education
Colleen Hilbish	Elementary School Teacher - Regular Education
Elizabeth Holley	Administrator
Kathy Kramer	Administrator
Carrie Lewis	Elementary School Teacher - Regular Education
Mary Merendino	Community Representative
Brian Moore	Middle School Teacher - Regular Education
Jana Murray	Secondary School Teacher - Regular Education
Nancy Myers	Community Representative
Nancy Otstot	Board Member
Denise Rentschler	Parent

Craig Robbins	Administrator
Lauren Smith	Community Representative
Matthew Strine	Administrator
Steve Vogelsong	Administrator
Steve Werner	Parent
Andrew Williams	Community Representative
William Wonders	Elementary School Teacher - Regular Education
Steven Yanni	Administrator
Tracy Yohn	Elementary School Teacher - Regular Education

Core Foundations

Special Education

Special Education Students

Total students identified: 485

Identification Method

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

Although our district has recently initiated a Response to Intervention program, it is just in the development state. The district is about 3 years away from being able to submit an RtII model to PDE to identify children with a learning disability using this model. Therefore, we are unable to use the Response to Intervention model for identifying students with learning disabilities at this time.

Our district currently uses the discrepancy model to identify students with specific learning disabilities.

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>

Not significantly disproportionate

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The district does not host a 1306 facility.

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).

The East Pennsboro Area School District recognizes our operational responsibility to offer FAPE to each student who is eligible for special education until the student or students who turn 21 during the school term are entitled to finish that school term, whichever occurs first.

Although no correctional institution is located in the district, if one did exist, the district would comply fully with the requirements of the IDEIA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to:

1. comply with the "child-find" obligations of IDEA;
2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. implement timely review and/or develop Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and
4. provide FAPE in conformity with the IEP.

Further, if a correctional institution were located in the EPASD, the district would have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notices under Section 14.121. Districts should send their annual public notice to the warden of each county jail or prison within their jurisdiction. Furthermore, districts in which local correction institutions are located must develop a systematic, on-going means of communicating with these institutions to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, districts may obtain information from the Department's PennData database to determine whether school-age inmates have been previously identified as eligible for special education by contacting the Records Center at 717-541-8575 or 1-800-945-7854.

Finally, Section 614(d)(6)(B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of section 612(a)(5)(A) and 614(d)(1)(A)(least restrictive environment) if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. Where the continued delivery of services in a student's IEP is superseded by the duty of the local correction institution to maintain and control security, the school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

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 district begins with the child find process to ensure that parents within the community are aware of the supports and services that are available to them through district programs. We provide inservice training to all regular and special staff as well as building level administrators on information about and the requirements of IDEA, Chapter 14, and Section 504. When a student is suspected of having a disability, the district has a well-defined process for initiating evaluation procedures. The members of the MDT are comprised competent professionals adept at understanding the variety assessments and observations that are necessary to determine eligibility criteria for special education identification and services. When specialized assessment are required (i.e. psychiatric, neuro-psychological, audiology, vision, etc.) the district relies on the local intermediate unit as well as community professionals. The MDT and IEP teams develop systems of support that include accommodations and specially designed instructions that support students to remain in the regular education setting to the extent that will provide benefit. In all situations, the IEP team collect data through functional behavioral assessment, observation, and the development and monitoring of intervention plans. When a program for special education services is being developed, the beginning point is in the least restrictive environment with provision of necessary supports and services. The district elicits the support of community agencies in an effort to maintain students in the least restrictive environment whenever possible. All levels of district staff are utilized in IEP development so as to provide students with support in all domains (i.e. academic, social, emotional, and behavioral).

All students enrolled in district special education classes are integrated for a portion of the school day. Students are supported in these inclusive settings by special education teachers, paraprofessional staff, and specially trained teachers. The use of graphic organizers, modified and adapted curriculum are used at the elementary level. At the middle and secondary levels, the use of strategies instruction and content enhancement routines are utilized to make the delivery of services to exceptional children more effective.

In addition, the co-teaching model has been introduced at the middle school for reading in grades five through seven and the high school grades 9-12. Regular and special education teachers co-plan and co-teach reading to regular and special education students on a daily basis.

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.

Positive rather than negative measures shall form the basis of behavior support programs. Behavior support programs include a variety of techniques to develop and maintain skills that will enhance a student's opportunity for learning and self-fulfillment. The types of intervention chosen for a student shall be the least intrusive necessary.

Positive and appropriate student behaviors are vital components in the achievement of educational success for all children. Educational progress of a student could be adversely affected by inappropriate behavior. When behavior interferes with productive learning, strategies are suggested to assess behavioral concerns.

Periodically, the IEP team may decide to develop a Positive Behavior Support Plan (PBSP) for an eligible student who does not respond to the listed positive strategies when employed by staff. The development of a PBSP would be preceded by an informal, or formal, behavioral assessment of the student. The processes would include the following steps:

Identify and describe the behavior or concern.

Gather information about the target behavior.

Develop hypothesis about the function of the behavior.

Design an intervention plan.

Implement the plan and monitor its effectiveness.

Modify the plan as required; fade the support.

The use of restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints to control the aggressive behavior of a student

shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

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

The following aversive techniques of handling behavior are considered inappropriate and will not be used by East Pennsboro Area School District:

Corporal punishment (e.g., striking or spanking).

Punishment for a manifestation of student's disability.

Noxious substances (e.g., startling noises or aversive smells or tastes).

Deprivation of basic human rights, such as withholding meals, water or fresh air.

Suspensions constituting a pattern under 22 PA Code Sec.14.143 (a) (re: disciplinary placement).

Electric shock

Use of locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit.

Treatment of a demeaning nature

The East Pennsboro Area School District assumes responsibility for ensuring that behavior support programs are in accordance with Chapter 14, including the training of personnel for the use of specific procedures, methods and techniques, and for having this written procedure on the use of behavior support techniques. The East Pennsboro Area School District will obtain parental consent prior to the use of highly restraining or intrusive procedures.

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.

Currently, East Pennsboro Area School District is not having difficulty ensuring FAPE for any students.

Our continuum of services in the district include full-time autistic support, supplemental learning support, itinerant learning support, emotional support, physical support and autistic support, and speech and language support in both elementary schools.

Middle school special education services include full time autistic support, supplemental learning support, supplemental autistic support, itinerant learning support, emotional support and autistic support, and speech and language support.

High school special education services include full-time life skills support, full-time learning support, supplemental learning support, supplemental autistic support, itinerant learning support, emotional support and autistic support, and speech and language services.

In conjunction with our consortium, we are able to provide FAPE to students with full-time emotional support needs and full-time life skills support at the elementary/middle school levels. We are also able to provide itinerant blind/visually impaired support.

Although the district does not currently provide multiple disabilities support in our neighborhood schools, we provide FAPE to these students through the Capital Area Intermediate Unit. The Intermediate Unit also provides services for students with emotional disturbances and autism who require a therapeutic classroom.

Our district is seeing an increase in the number of secondary students requiring full-time emotional support services. We currently contract with approved schools to provide these services. The district may wish to consider developing a program that would meet the needs of these students in their neighborhood schools.

The district currently collaborates with outside mental health agencies to fill the gaps in programming and provide FAPE to our students.

East Pennsboro Area School District strives to educate our students in their neighborhood schools. During the 2008-2009 academic year, the district began autistic support services at all levels, returning many students to their neighborhood schools to be educated with their non-disabled peers.

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.

--K-12 STAR Program: Early intervention program to identify students who are at risk.

--Response to Intervention program for students in both elementary schools. Initiating RtII in the middle school for the 2012-2013 school year.

--Support Staff-We have a complement of support staff K-12

--Transition Coordinator-Part-time-Helps in the transition of special needs students from school to work

--All high school and middle school special education staff are trained in transition planning for students 14 years and older.

---Project Independence-Graduation Project that links academic curriculum content and instruction with career goals

--Transition Staffing-Done in the spring to bring together community based agencies to identify supports and services available to students pre and post graduation.

--Life Skills Program-HS-Emphasizes inclusion in regular education settings. It provides opportunities for regular education students and staff into the life skills classroom. Emphasizes instruction in the area of independent living skills by providing community based experiences in job shadowing, work experience, and volunteering in a variety of community based locations.

--A full range of services from full-time special education to itinerant special education. This is with an emphasis to help regular education teachers build capacity to include students in the least restrictive setting.

--full-time autism support services at the elementary level and middle level, and supplemental autism support services at the middle and high schools to allow students to return to their neighborhood schools.

--itinerant special education services at the middle school level for students who need learning support, autistic support and emotional support. These services have helped maintain students in the least restrictive setting. It has reduced the number of discipline referrals along with in school and out of school suspensions. It has improved the frequency and consistency of positive communication between school and parents. It has encouraged parents to be actively involved in the educational process of planning for their child's learning needs.

--Initiated a para educator credential of competency program-This program is a PDE approved and is standard based. Provides para educators with the information, skills and abilities to support special education teachers in carrying out their instructional roles and responsibilities.

--All special education teachers are highly qualified.

--The district has integrated technology into all special education classrooms. Each classroom is equipped with a smart board. There is a netbook computer lab in each building designated only for special education students. Each full time special education class has a smart table.

Assurances

Special Education Assurances

No policies and procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

There are no facilities.

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 9	6	0.25
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Physical Support	8 to 8	1	0.12
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs	Itinerant	Autistic Support	6 to 9	6	0.5

		are operated					
East Pennsboro Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 6	1	0.12

Program Position #2*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro 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 9	12	0.75
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	1	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro 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 9	5	1

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	20	1

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Creek Hills Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 7	1	0.25
West Creek Hills 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 9	11	0.75

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Creek Hills Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 9	10	0.83
West Creek Hills Elementary	An Elementary School	A building in which General Education	Itinerant	Emotional Support	5 to 8	6	0.17

	Building	programs are operated					
--	----------	-----------------------	--	--	--	--	--

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Creek Hills 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 8	6	0.75
West Creek Hills Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	2	0.25

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Creek Hills Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	8	0.5
West Creek Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	2	0.5

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Creek Hills Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 9	27	1

Justification: The teacher is supplying itinerant support. The students in different grades are not serviced together.

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 14	12	1

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro 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	10 to 13	11	1

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are	Itinerant	Learning Support	11 to 14	26	1

		operated					
--	--	----------	--	--	--	--	--

Program Position #13*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 14	2	0.25
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	12	0.6
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 12	1	0.15

Program Position #14*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro 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	11 to 11	11	1

Program Position #15*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are	Full-Time Special Education Class	Autistic Support	11 to 13	2	1

		operated					
--	--	----------	--	--	--	--	--

Program Position #16*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	6	0.25
East Pennsboro 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	4	0.75

Program Position #17*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro 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	11 to 13	19	1

Program Position #18*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 13	1	0.25
East Pennsboro	A Middle	A building in	Itinerant	Learning	10 to	1	0.12

Middle School	School Building	which General Education programs are operated		Support	10		
East Pennsboro 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	11 to 14	4	0.5
East Pennsboro 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	11 to 11	1	0.12

Program Position #19*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro 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	11	1

Program Position #20*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	14	0.75
East Pennsboro High School	A Senior High School	A building in which General Education	Itinerant	Speech and Language Support	15 to 15	1	0.25

	Building	programs are operated					
--	----------	-----------------------	--	--	--	--	--

Program Position #21*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	17 to 17	1	0.05
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	5	0.15
East Pennsboro 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	14	0.8

Program Position #22*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 14	1	0.25
East Pennsboro High School	A Senior High School	A building in which General Education	Itinerant	Learning Support	14 to 18	22	0.75

	Building	programs are operated					
--	----------	-----------------------	--	--	--	--	--

Program Position #23*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	13 to 18	7	1

Justification: These students all require a life skills curriculum. Even though they are greater than 4 years between them, the district believes this is the least restrictive environment to meet their individual needs.

Program Position #24*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	12	0.5
East Pennsboro 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	4	0.5

Program Position #25*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro High School	A Senior High School Building	A building in which General Education programs	Itinerant	Learning Support	15 to 18	5	0.25

		are operated					
East Pennsboro 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 18	11	0.75

Program Position #26*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	2	0.12
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	11	0.37

Program Position #27*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	6	0.5
East Pennsboro 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	14 to 18	4	0.5

Program Position #28*Operator:* School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	2	0.2
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	13	0.3

Program Position #29*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	3	0.25
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	8	0.25
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	0.5

Program Position #30*Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Pennsboro Middle School	A Middle School Building	A building in which General Education	Itinerant	Blind or Visually Impaired	11 to 11	1	0.33

		programs are operated		Support			
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	15 to 15	1	0.33
West Creek Hills Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	6 to 6	1	0.33

Special Education Support Services

Support Service	Location	Teacher FTE
Certified School Psychologist	West Creek Hills Elementary and East Pennsboro High School	1
Certified School Psychologist	East Pennsboro Elementary and East Pennsboro Middle School	1
Director of Special Education	District Offices	1
Instructional Aide	High School	1
Instructional Aide	High School	1
Instructional Aide	Middle School	1
Instructional Aide	Middle School	1
Instructional Aide	Middle School	1
Instructional Aide	Middle School	1
Instructional Aide	Middle School	1
Instructional Aide	Middle School	1
Instructional Aide	East Pennsboro Elementary	1
Instructional Aide	East Pennsboro Elementary	1
Instructional Aide	East Pennsboro Elementary	1
Instructional Aide	East Pennsboro Elementary	1
Instructional Aide	West Creek Hills Elementary	1
Instructional Aide	West Creek Hills Elementary	1
PCA	West Creek Hills Elementary	1
PCA	West Creek Hills Elementary	1

PCA	West Creek Hills Elementary	1
PCA	West Creek Hills Elementary	1
PCA	West Creek Hills Elementary	1
PCA	West Creek Hills Elementary	1
PCA	West Creek Hills Elementary	1
PCA	West Creek Hills Elementary	1
PCA	East Pennsboro Elementary	1
PCA	East Pennsboro Elementary	1
PCA	East Pennsboro Elementary	1
PCA	East Pennsboro Elementary	1
PCA	Middle School	1
PCA	Middle School	1
PCA	Middle School	1
PCA	High School	1
PCA	High School	1
PCA	High School	1
PCA	High School	1
BCA-Behavior Care Aide	High School	1
BCA-Behavior Care Aide	Middle School	1
BCA-Behavior Care Aide	Middle School	1
BCA-Behavior Care Aide	Middle School	1
BCA-Behavior Care Aide	East Pennsboro Elementary	1
Autistic Support Aide	Middle School	1
Autistic Support Aide	Middle School	1
Autistic Support Aide	Middle School	1
Autistic Support Aide	Middle School	1
Autistic Support Aide	High School	1
Autistic Support Aide	High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor for the School District	5 Days
Physical Therapy	Outside Contractor for the School District	2 Hours
Audiology	Intermediate Unit	25 Minutes

AS support to staff	Intermediate Unit	1 Days
Employment Skills Training	Intermediate Unit	2 Days

District Level Plan

Special Education Personnel Development

Autism

Description	-Incorporation of skills and strategies for working with students with autism in the induction program. -Professional development for all staff on working with students with autism.
Person Responsible	District Administrators (Superintendent, Assistant Superintendent, Supervisor of Curriculum, Director of Special Education, Principals and Assistant Principals)
Start Date	9/25/2012
End Date	9/25/2015
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	2
# of Participants Per Session	200
Provider	East Pennsboro Area School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Staff will become familiar with skills and strategies to be used when working with students with autism. Teachers will gain an understanding of what autism is and how to provide interventions, when necessary, to help students be successful in the classroom.
Research & Best Practices Base	As our population of students with autism continues to grow, it is prudent for our district's teachers to become more versed in how to work with students with special needs. Students with autism need specially designed instruction and interventions for them to be successful in the classrooms.
For classroom teachers, school counselors and education specialists	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for

	<p>struggling students.</p> <ul style="list-style-type: none"> • Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles	<ul style="list-style-type: none"> • 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. • 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	<ul style="list-style-type: none"> • District Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Department Focused Presentation • Professional Learning Communities
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt/Asst Supts. • School counselors • Paraprofessional • Classified Personnel • New Staff • Other educational specialists
Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring • Journaling and reflecting

Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity
---------------------------	---

Behavior Support

Description	<p>-Professional development on Safe Crisis Management (SCM)</p> <p>-Professional development on writing Functional Behavior Assessments (FBAs)</p> <p>-Professional development on writing and following Postive Behavior Support Plans (PBSPs)</p>
Person Responsible	District Administrators (Superintendent, Assistant Superintendent, Supervisor of Curriculum, Director of Special Education, Principals and Assistant Principals)
Start Date	9/25/2012
End Date	9/25/2015
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	2
# of Participants Per Session	20
Provider	East Pennsboro Area School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Teachers will gain an understanding of how to write and implement Functional Behavior Assessments (FBAs) and Positive Behavior Support Plans (PBSPs). Additionally, teachers will be trained in Safe Crisis Management to deal wtih extreme behaviors effectively.
Research & Best Practices Base	<p>-IEP Standards</p> <p>-FBA Standards</p>

	-PSBA Standards
For classroom teachers, school counselors and education specialists	<ul style="list-style-type: none"> Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles	<ul style="list-style-type: none"> Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	<ul style="list-style-type: none"> Series of Workshops Department Focused Presentation Professional Learning Communities
Participant Roles	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals School counselors Other educational specialists
Grade Levels	<ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Lesson modeling with mentoring Journaling and reflecting
Evaluation Methods	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of written reports summarizing instructional activity

Paraprofessional

Description	Paraprofessional induction program Paraprofessional professional development opportunities published before summer break
Person Responsible	Kathy Kramer
Start Date	9/24/2012
End Date	9/24/2015
Program Area(s)	

Professional Development Details

Hours Per Session	2
# of Sessions	10
# of Participants Per Session	36
Provider	School District Personnel
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Paraprofessionals will be able to utilize the information they gain to help the students they serve.
Research & Best Practices Base	PDE paraprofessional standards
For classroom teachers, school counselors and education specialists	<ul style="list-style-type: none"> Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school and district administrators, and other educators seeking leadership roles	<ul style="list-style-type: none"> Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	<ul style="list-style-type: none"> Series of Workshops School Whole Group Presentation
Participant Roles	<ul style="list-style-type: none"> Paraprofessional
Grade Levels	<ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

	<ul style="list-style-type: none"> • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Journaling and reflecting
Evaluation Methods	<ul style="list-style-type: none"> • Participant survey

Reading NCLB #1

Description	<p>-Inclusion of special education teachers in professional development focused on core curriculum</p> <p>-Ongoing professional development focusing on co-teaching</p> <p>-Training of special education teachers to utilize Performance Tracker</p> <p>-Training of special education teachers to analyze MAP data</p> <p>-Training of special education teachers in the RtII process at both the elementary and middle levels</p> <p>-Training of special education teachers for DRA2</p>
Person Responsible	District Administrators (Superintendent, Assistant Superintendent, Supervisor of Curriculum, Director of Special Education, Principals and Assistant Principals)
Start Date	9/24/2012
End Date	9/24/2015
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	2
# of Sessions	2
# of Participants Per Session	50
Provider	East Pennsboro Area School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Teachers will use data to make informed decisions about adjusting instruction, providing specially designed instruction, as well as intervention for special education students in supported both in regular education with support and in special education receiving targeted

	instruction.
Research & Best Practices Base	<p>-PA Initiatives--RtII (elementary and secondary)</p> <p>-Inclusion of special education teachers in professional development</p>
For classroom teachers, school counselors and education specialists	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles	<ul style="list-style-type: none"> • 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. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format	<ul style="list-style-type: none"> • District Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Department Focused Presentation • Professional Learning Communities
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt/Asst Supts.

	<ul style="list-style-type: none"> Classified Personnel New Staff Other educational specialists
Grade Levels	<ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting
Evaluation Methods	<ul style="list-style-type: none"> 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 Review of written reports summarizing instructional activity

Transition

Description	Sign off sheet from training
Person Responsible	Kathy Kramer
Start Date	9/24/2012
End Date	9/24/2015
Program Area(s)	

Professional Development Details

Hours Per Session	3
# of Sessions	4

# of Participants Per Session	33
Provider	School District Personnel
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	transition information to help in the development of student's IEPs.
Research & Best Practices Base	PDE transtion guidelines
For classroom teachers, school counselors and education specialists	<ul style="list-style-type: none"> Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school and district administrators, and other educators seeking leadership roles	<ul style="list-style-type: none"> 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.
Training Format	<ul style="list-style-type: none"> Department Focused Presentation
Participant Roles	<ul style="list-style-type: none"> Classroom teachers
Grade Levels	<ul style="list-style-type: none"> Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> Journaling and reflecting
Evaluation Methods	<ul style="list-style-type: none"> Participant survey Review of IEPs

Special Education Affirmations

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

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

No signature has been provided 

School Board President

No signature has been provided 

Chief School Administrator