

East Pennsboro Area SD

Special Education Plan Report

07/01/2019 - 06/30/2022

District Profile

Demographics

890 Valley St
 Enola, PA 17025-1541
 717-732-3601
 Superintendent: Donna Dunar
 Director of Special Education: Colleen Livingston

Planning Committee

Name	Role
Jonathan Bucher	Administrator : Special Education
Amy Rehmeyer	Administrator : Special Education
Stephen Rutt	Ed Specialist - Other : Special Education
Todd Baldwin	Elementary School Teacher - Regular Education : Special Education
Aaron Leota	Elementary School Teacher - Special Education : Special Education
Kelley Ritter	Elementary School Teacher - Special Education : Special Education
Dana Luckenbill	Middle School Teacher - Special Education : Special Education
Jason Oyler	Parent : Special Education
Colleen Livingston	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 449

Identification Method

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

Currently, East Pennsboro Area School District, uses a discrepancy model for identifying students with a Specific Learning Disabilities.

To determine that a child has a specific learning disability, East Pennsboro shall:

1. Address whether the child does not achieve adequately for the child's age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards:

- Oral expression
- Listening comprehension.
- Written expression.
- Basic reading skill.
- Reading fluency skills.
- Reading comprehension.
- Mathematics calculation.
- Mathematics problem solving

2. A process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.

3. Have determined that its findings under this section are not primarily the result of:

- A visual, hearing or orthopedic disability
- Intellectual Disability
- Emotional disturbance
- Cultural factors

- Environmental or economic disadvantage
- Limited English proficiency

The MDE team must determine that the student's academic deficiencies are not the result of these factors which are considered contra-indicators of an SLD.

4. Ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that: EPASD has a Students At Risk ("STAR") Team in both Elementary Buildings. This team supports all students at risk and in need for any academic and behavioral interventions. The intervention strategies that are used provide the school psychologists with valuable data when assessing a student's need for special education.

Enrollment

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

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

East Pennsboro Area School District has reviewed enrollment differences based on the 2017-2018 school year as reported through Child Count. EPASD has found significant disproportionalities in the disability categories of Autism, Emotional Disturbance, Other Health Impairment and Specific Learning Disability.

The LEA has a 18.3 % of special education enrollment in the area of Autism, compared to the state average of 11%. The district is aware of the growing need and continues to program accordingly. We will facilitate consistent support for all school personnel who provide instruction for students with Autism. The district continues to contract with Capital Area Intermediate Unit for Autism professional development, consultation and direct support to students, to include Social Skill development.

The LEA has a 14.5 % of special education enrollment in the area of Emotional Disturbance, compared to the state average of 8.6 %. The district is aware of the growing need and continues to program accordingly. We will facilitate consistent support for all school personnel who provide instruction for students with Emotional Disturbance. The District has recently opened two additional Emotional Support classrooms as well as hired a Behavior Specialist to provide support to the growing number of students. The district continues to contract with Capital Area Intermediate Unit for Social Work and Mental Health support as well as True North Wellness for School Based Counseling services. The District is committed to providing professional development, consultation

and direct support to students, to include Social Skill, trauma informed classroom, restorative practices and social and emotional education.

The LEA has a 21.4% of special education enrollment in the area of Other Health Impairment, compared to the state average of 15.57%. The district is aware of the growing need and continues to program accordingly. We will facilitate consistent support for all school personnel who provide instruction for students with Other Health Impairments. The District is focused on providing training and support in the area of executive functioning as well as other health impairments. The district continues to contract with Capital Area Intermediate Unit for Educational Consulting, Social Work and Mental Health support as well as True North Wellness for School Based Counseling services. The District is committed to providing professional development, consultation and direct support to students, to include Executive Functioning Skills, Social Skills developing and Individual Education Plans to target specific skills related to the student's individual needs.

The LEA has a 26.1% of Special Education enrollment in the area of Specific Learning Disability, compared to the state average of 40.9%. This district is aware and has reviewed the initial evaluation process and will be completing Ability and Achievement testing for all students.

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?

East Pennsboro Area School District does not currently host a 1306 facility. However, if a facility providing services to 1306 students were to move into EPASD, we would follow the following state guidelines:

EPASD recognizes our operational responsibility to offer FAPE to each student who is eligible for special education until the student receives a diploma or completes the school term in which they turn 21 years of age, whichever occurs first. Although no 1306 institutions are located within the boundaries of East Pennsboro Area School 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 when they live in 1306 facilities. Specifically, school districts providing special education services to students in 1306 placements must:

1. Comply with the "child-find" obligations of IDEIA;
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

4. Provide FAPE in conformity with the IEP.

Under § 1306 of the PA School Code, if EPASD was to be the host school district, the district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and Notice of Recommended Educational Placement (NOREP), or a Service Agreement under 22 PA Code Chapter 15 requires a different placement; 3) the child is currently expelled from their last educational placement due to a weapons offense under 24 P.S. § 13- 1317.2(e.1); or 4) the student is in an interim alternative educational setting and placed in accordance with the IDEA per 34 CFR § 300.530(c), (d)(5), and (g). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs: 1) Alternative Education for Disruptive Youth 2) Enrollment of Students For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host school district must consider the educational placement options to educate the student in the host school district's public schools. If the host school district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with FAPE and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and Section 504 of the Rehabilitation Act of 1973. For students eligible for services under 22 PA Code Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a qualified handicapped student pursuant to 22 PA Code Chapter 15.

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).

East Pennsboro Area School District does not currently host a correctional institution. However, if a facility did exist, EPASD would follow the following state guidelines.

EPASD 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
4. Provide FAPE in conformity with the IEP

Further, if a correctional institution were located in the East Pennsboro Area School District (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. EPASD would send their annual public notice to the warden of each county jail or prison within their jurisdiction. Furthermore, EPASD would 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, EPASD would 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.

East Pennsboro Area School District (EPASD) is committed to providing a Free and Appropriate Public Education (FAPE) to each student identified with disabilities in the Least Restrictive Environment (LRE) as determined by the IEP Team.

When a student is suspected of having a disability, the district has a well-defined process for initiating evaluation procedures. The district procedure includes initiating a data meeting before permissions to evaluate are issued. This is where the Parent(s) or Guardian(s), Local Education Agency (LEA), Regular Education Teacher, Principal, School Psychologist, and Student (when appropriate) meet to discuss all data related to the strengths and needs of the student and effectiveness of any interventions put in place. It is at the data meeting that it is determined if an evaluation will be conducted and what assessments will be utilized. Through pre-screening and evaluation/ identification procedures, Multidisciplinary evaluation teams (MDE) and Individual Education Plan teams (IEP) identify the students with disabilities and focus on designing a program to maximize positive involvement with their peers in the regular education setting and align instructional goals and objectives with the district's general education curriculum and state standards.

EPASD provides a continuum of services and support options for students identified with disability and need for Special Education Services and/ or a 504 Service Plan. The starting point on the continuum is the General Education Curriculum and program offerings. The IEP team always considers the continuum of services from least to most restrictive to ensure maximum integration in the regular environment and addresses the specific questions within the IEP document regarding participation with students without disabilities to guide the team to an appropriate decision. 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).

EPASD is currently serving 449 students with IEPs. The District offers a K-12 continuum of intervention levels (Itinerant, Supplemental and Full Time) and program (Autistic Support, Emotional Support, Learning Support, Life Skills Support) to support the wide variety of student needs. Supplemental Support and related services are provided by 3+ School Psychologists (2 Full Time, 1 Contracted Position and additional support from the CAIU), 4 Speech Therapists (3 Full Time and 1 Contracted Position), 1 Occupational Therapy and 1 Certified Occupational Therapy Assistant (both contracted positions), Behavior Specialist (1 Full time), School Based Counselors (Contracted Support), 1 Social worker (Full time- Contracted) and Mental Health Worker (Part Time- Contracted) and Special Education Coaching (Part time- Contracted). All students with IEPs are integral members of their school community and have equal access to participation in school activities and instructional programs, as appropriate to their educational strengths, needs and ability to make meaningful progress towards their IEP goals and within the general education

curriculum. A wide range of supplemental support and services as well as special designed instruction are provided to support access and meaningful educational benefit to the students throughout their day. If the team, including parents, decide that the district is not an appropriate setting, even with the necessary supports, the team considers special education in an alternate setting. If the supports are not provided in the General Education Classroom it is because the IEP team determined that the necessary specially designed instruction cannot be provided in that setting at that time and the regular education setting did not provide FAPE.

The IEP discusses the implementation of the specially designed instruction for each student in order to derive educational benefit. The IEP always first discusses the use of supplementary aides and services that may be necessary for participation in the regular education setting. The District is committed to ensuring regular education to the maximum extent possible.

The district has consistently dedicated resources to maintain students with disabilities in the least restrictive environment. The use of paraprofessional support (22 employed by the district and 31 contracted through STS), consultative classroom support by professional staff, physical supports, assistive technology, communication devices, collaboration, modified curriculum, materials and assessments are a sampling of key supports/ services provided to students with disabilities to support access to opportunities made available to all students within the district. The district is committed to provide training in the area of supplemental aids and services to staff as demonstrated by the amount.

The district continues to evaluate its effective use of the resources by the review and analysis of their Indicator 5: Least Restrictive Environment data. Below is a longitudinal review and analysis of East Pennsboro's Least Restrictive Environmental Data.

School Year	Total Enrollment	Special Education Enrollment	SE Outside Regular Class < 21%	State	SE Outside Regular Class > 40%	State	SE in Other Settings	State
2007-2008	2910	421	54.10%	52.90%	12.90%	11.10%	3.40%	4.30%
2008-2009	2837	445	53.60%	55.20%	13.80%	10.80%	4.10%	4.20%
2009-2010	2837	439	55.90%	57.70%	10.70%	10.50%	4.40%	4.30%
2010-2011	2800	449	60.60%	61.00%	5.90%	9.60%	4.50%	4.30%
2011-2012	2800	414	60.70%	62.40%	4.30%	9.20%	6.30%	4.30%
2012-2013	2779	419	58.20%	62.10%	4.70%	8.90%	6.10%	5.00%
2013-2014	2777	404	54.80%	62.40%	5.10%	8.90%	8.50%	4.80%
2014-2015	2736	390	52.80%	62.00%	11.80%	9.50%	7.60%	4.80%
2015-	2740	395	52.70%	61.80%	14.10%	9.50%	9.90%	4.90%

2016								
2016-2017	2687	422	54.00%	62.40%	14.40%	9.00%	9.50%	4.90%
2017-2018	2671	449	57.00%	62.00%	9.40%	9.30%	7.60%	4.90%

Due to the size of the East Pennsboro (2671) it is difficult to provide the entire continuum of services within the district buildings. Some students are placed in out of district placements that are in neighboring school districts, as well as center-based placements. Currently there are 49 students who are educated in out of district placements. EPASD contracts with 8 different service providers for the education of the 49 students. The IEP team determines if and when an out of district placements is the Least Restrictive Environment for each individual student and only when the regular education environment with supplemental aides and services and movement through the continuum cannot be meet the students' needs. The District is working on increasing the percentage of students inside regular education 80% of the day or more as well as providing a full continuum of services to student who live in the district.

The District is committed to providing training in the area of supplementary aids and services to the staff as demonstrated by the amount of professional development that is done both formally, informally and in consultation with the personnel that have specific expertise, including PATTAN and CAIU.

Behavior Support Services

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

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. To maintain a quality learning environment, students enrolled in Special Education Programs are subject to the same policies and regulations that govern general education students. These policies are explained in student handbooks and outlined in building procedures. EPASD requires each special education student to adhere to the rules and regulations promulgated by the administration and to such disciplinary measures as are appropriately assigned for any infraction of those rules. When behavior interferes with productive learning, strategies are suggested to assess behavioral concerns. If necessary the district will issue a permission to evaluate or re-evaluate to conduct a functional behavior assessment to better support individual students. If necessary and deemed appropriate, a Positive Behavior Support plan will be developed by the IEP team and address appropriate positive behavior support strategies and interventions. In addition, individualized "consequences" based on student needs are explored when deemed necessary. The Director of Special Education does oversee the suspensions for students with disabilities and manifestation meetings are held when a student receives a 10 consecutive day

suspension or a 15 cumulative day suspension that constitutes a pattern of behavior.

East Pennsboro Area School District has a policy on Positive Behavior Support (School Board Policy 113.2) which states the following:

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. [\[1\]](#)[\[2\]](#)[\[4\]](#)[\[13\]](#)[\[14\]](#)

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. [\[1\]](#)[\[13\]](#)[\[15\]](#)[\[16\]](#)[\[14\]](#)[\[17\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

The policy states the following guidelines:

Guidelines

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP. [\[1\]](#)[\[14\]](#)

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Physical Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. [\[1\]](#)

The Supervisor of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. [\[1\]](#)

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

1. *The restraint is used with specific component elements of a positive Behavior Support Plan.*

2. *The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.*
3. *Staff are authorized to use the restraint and have received appropriate training.*
4. *Behavior Support Plan includes efforts to eliminate the use of restraints.*

Referral to Law Enforcement

Subsequent to a referral to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.[\[1\]](#)

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Supervisor of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.[\[1\]](#)

East Pennsboro Area School District utilizes Safe Crisis Management (by JKM) District Wide for positive behavior supports and de-escalation techniques. The District has one trainer that oversees staff training, team meetings and implementation of Safe Crisis Management. Each District building has a Safe Crisis Team that are specifically trained in physical interventions in addition to the de-escalation techniques to respond to any student that may require immediate intervention. The teams consist of regular education teachers, special education teachers, paraprofessionals, and building principals. The team members are trained in Safe Crisis Management and are certified to execute emergency safety physical interventions when a student poses a threat to themselves or others. The teams meet periodically in small groups (by building) to review district procedures in regards to the purpose and implementation of the teams. In addition to the Safe Crisis Teams, the District has trained the entire staff body on understanding students, building relationships, de-escalation techniques, Maslow's Hierarchy of Needs and Polsky's Diamond as well as Functions of Behavior to provide each teacher with the tools to support the students.

The use of physical 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

Prone Restraints

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. EPASD has a full time Behavior Specialist that supports all students with significant behavior needs. The Behavior Specialist conducts all Functional Behavior Assessment (FBAs) along with some additional support from the Capital Area Intermediate Unit. The Behavior Specialist as well as the Special Education Coaching from the CAIU provides ongoing coaching to the Professional staff along with the Paraprofessional staff for effective classroom management, positive reinforcement and effective intervention strategies to increase the desirable/ expected behaviors as well as decrease negative/ unexpected behaviors.

EPASD is committed to developing the whole child which includes behavior as well as achievement of educational success. EPASD contracts with the Capital Area Intermediate Unit for a Full Time Social Worker as well as a Part Time Mental Health Worker to support any mental health needs of the students. These needs can be 1:1 counseling and/ or small group social skills instruction. Additional, EPASD has a contract with a private company to provide School Based Counseling Services to students with a 504 plan as well as an IEP at no cost to the parent.

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.

East Pennsboro Area School District works collaboratively with Capital Area Intermediate Unit and local private providers to ensure a Free Appropriate Public Education (FAPE) for "hard to place students." We have entered into a consortium arrangement with 3 local districts as a means of expanding our options for programming that keep students in a public-school setting. We also use districts outside of the established consortium for programming that best meets the student's specific needs. The gaps that we currently have in our continuum are students at the Elementary and Middle Level that require Full Time Autistic Support as well as students at the Elementary, Middle and High School Level that require Full Time Emotional support and that have significant behavioral issues as well as students at all levels returning from Residential Treatment Facility (RTF). Historically, EPASD has been successful in locating services for all students.

The continuum of services that East Pennsboro School District offers include the following:

	Elementary Level K-4th			Middle Level 5th- 8th			High Level 9th-12th			Full time
	Itinerant	Supplemental	Full time	Itinerant	Supplemental	Full time	Itinerant	Supplemental	Full time	
Learning Support	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Life Skills Supports	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Multiple Disabilities	Contract Support for Classroom Placement									
Emotional Support	Y	Y	Contract	Y	Y	Contract	Y	Contract		
Deaf or Hard of Hearing	Contract Support for Itinerant level at EPASD, Contracted support for Classroom Placement									
Speech and Language	Y	Contract		Y	Contract		Y	Contract		
Physical Impairment	Contract Support for Itinerant level at EPASD, Contracted support for Classroom Placement									
Blind or Visually Impaired	Contract Support for Itinerant level at EPASD, Contracted support for Classroom Placement									
Autistic	Y	Y	Contract	Y	Y	Contract	Y	Y		Y

Life Skills Support

is offered at the itinerant, supplemental and full-time levels at all levels K-12. EPASD offers Life Skills Support Services for students with a disability who require services primarily in the areas of academic, functional or vocational skills necessary for independent living.

Learning Support

is offered at the itinerant, supplemental and full-time levels at all levels K-12. EPASD offers Learning Support Services for students with a disability who require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance.

Multiple Disabilities Support

is offered through a collaborative relationship with the Capital Area Intermediate Unit and contracts with local school districts to provide the support necessary for our students. EPASD supports Multiple Disabilities Services for students with more than one disability the result of which is severe impairment requiring services primarily in the areas of academic, functional or vocational skills necessary for independent living.

Emotional Support

is offered at the itinerant level at all buildings K-12. EPASD has a Supplemental Emotional Support program at the elementary level and middle level. EPASD offers Full Time Emotional Support Services through a collaborative relationship with the Capital Area Intermediate Unit and contracts with local school districts and private schools. EPASD offers Emotional Support Services for students with a disability who require services primarily in the areas of social or emotional skills development or functional behavior.

Deaf or Hard of Hearing Support

is offered at the itinerant level at all buildings K-12 through contracts with the Capital Area Intermediate Unit. EPASD offers Supplemental and Full Time Deaf and Hard of Hearing Support through the Capital Area Intermediate Unit and contracts with local school districts and private schools. EPASD offers Deaf or Hard of Hearing Support Services for students with the disability of deafness or hearing impairment, who require services to address needs primarily in the area of reading, communication, accessing public and private accommodations or use of assistive technologies designed for individuals with deafness or hearing impairment.

Speech and Language Support

if offered at all buildings K-12. EPASD offers Speech and Language Support Services for students with speech and language impairments who require services primarily in the areas of communication or use of assistive technologies designed to provide or facilitate the development of communication capacity or skills.

Physical Support

is offered at the itinerant level at all buildings K-12 through contracts with the Capital Area Intermediate Unit. EPASD offers Supplemental and Full Time Deaf and Hard of Hearing Support through the Capital Area Intermediate Unit and contracts with local school districts and private schools. EPASD offers Physical Support Services for students with a physical disability who require services primarily in the areas of functional motor skill development, including adaptive physical education or use of assistive technologies designed to provide or facilitate the development of functional motor capacity or skills.

Blind or Visually Impaired Support

is offered at the itinerant level at all buildings K-12 through contracts with the Capital Area Intermediate Unit. EPASD offers Supplemental and Full Time Deaf and Hard of Hearing Support through the Capital Area Intermediate Unit and contracts with local school districts and private schools. EPASD offers Blind or Visually Impaired Services for students with the disability of visual impairment including blindness, who require services to address needs primarily in the areas of accessing print and other visually-presented materials, orientation and mobility, accessing public and private accommodations, or use of assistive technologies designed for individuals with visual impairments or blindness.

Autistic Support

is offered at the Itinerant and Supplemental at all buildings K-12. EPASD has a Full Time Autistic Support program at the High School Level. EPASD offers additional Supplemental and Full Time Autistic Support K-12 through the Capital Area Intermediate Unit and contracts with local school districts and private schools. EPASD offers Autistic Support Services for students with the disability of autism who require services to address needs primarily in the areas of communication, social skills or behaviors consistent with those of autism spectrum disorders.

In conjunction with our consortium, Capital Area Intermediate Unit and Private School, we are able to provide FAPE to all students at the East Pennsboro Area School District. The recent addition of the Supplemental Emotional Support program has allowed EPASD to continue to educate students in their home school district. EPASD continues to see an increase in the number of students requiring intensive Emotional Support Services as well as Autistic Support Services. EPASD may wish to consider developing an Emotional Support Program and Autistic Support Programs with the full continuum K-12 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.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
George Junior Republic	Nonresident	George Junior Republic	1
The Bradley Center	Nonresident	The Bradley Center	1
Abraxas Youth Center	Nonresident	Abraxas Youth Center	2

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
River Rock Academy	Other	Emotional Support	3
Yellow Breeches Educational Center	Special Education Centers	Emotional Support	9
Dillsburg Elementary School- CAIU	Neighboring School Districts	Autistic Support	1
Hilltop Academy- CAIU	Special Education Centers	Emotional Support, Multiple Disabilities Support, Autistic Support	9
The Vista School	Approved Private Schools	Autistic Support	3
Merakey Autism Center	Special Education Centers	Autistic Support	3
Hoover Elementary School	Neighboring School Districts	Autistic Support	1
New Story	Special Education Centers	Autistic Support	1
Wellsville Elementary	Neighboring School Districts	Multiple Disabilities Support	1
Instruction in the home	Instruction in the Home	Multiple Disabilities Support	2
Capital Academy	Other	Emotional Support	3
Susquehanna Township School District High school- CAIU	Neighboring School Districts	Autistic Support	1
Central Dauphin East High School- CAIU	Neighboring School Districts	Autistic Support/ Emotional Support	1
Susquenita Middle School	Neighboring School Districts	Emotional Support	1
Central Dauphin Middle School- CAIU	Neighboring School Districts	Autistic Support	1
Hershey Medical Center- CAIU (Project Search)	Other	Learning Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2015

Reason for the proposed change: Student withdrew to a private school

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 10	6	0.2
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward IEP goals is not impeded				
Locations:				
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	4	0.5
Locations:				
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 9	1	0.1
Locations:				
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 8	1	0.2
Locations:				
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	10	0.5
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward IEP goals is not impeded				
Locations:				
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 8	9	0.5
Locations:				
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015*Reason for the proposed change:* Move in student**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 10	8	0.95
Justification: Age variance is documented in IEPs and progress toward IEP goals is not impeded				
Locations:				
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	7 to 7	1	0.05
Locations:				
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015*Reason for the proposed change:* increased caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	59	1
Justification: IEP goal progress is not impeded, scheduling minimizes overlap, progress towards goals is not impeded				
Locations:				
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 23, 2018

Reason for the proposed change: Transfer student from other Elementary School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	10 to 10	1	0.25
Locations:				
West Creek Hills Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	10	0.75
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward IEP goals is not impeded.				
Locations:				
West Creek Hills Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	4	0.5
Locations:				
West Creek Hills Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 9	6	0.5
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward IEP goals is not impeded				
Locations:				
West Creek Hills Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 23, 2018

Reason for the proposed change: Needs of students

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	9	0.5
Locations:				
West Creek Hills	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	4	0.3
Locations:				
West Creek Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 8	1	0.2
Locations:				
West Creek Hills	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 23, 2018

Reason for the proposed change: Student needs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	44	0.95
Justification: Scheduling minimizes overlap, and progress toward IEP goals is not impeded.				
Locations:				
West Creek Hills Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	6 to 6	2	0.05
Locations:				
West Creek Hills	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 23, 2018

Reason for the proposed change: case loads and grade levels

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 14	9	0.7
Locations:				

East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	3	0.1
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 14	1	0.1
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 13	1	0.1
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2015

Reason for the proposed change: Student needs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	6	0.8
Justification: Age variance is documented in IEPs and progress toward IEP goals is not impeded				
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 15	2	0.2
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS*Type: Position**Implementation Date: August 24, 2015**Reason for the proposed change: Needs of students***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	11	0.25
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	7	0.75
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 24, 2015**Reason for the proposed change: Student needs***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	16 to 20	4	0.99
Justification: Scheduling minimizes overlap, and progress toward IEP goals is not impeded				
Locations:				
East Pennsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 17	1	0.01
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 24, 2015**Reason for the proposed change: Needs of students***PROGRAM SEGMENTS**

Type of Support	Level of	Age Range	Caseload	FTE
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	Support			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	7	0.7
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	4	0.3
Locations:				
East Pennsboro Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 23, 2018*Reason for the proposed change:* Case loads and grade levels**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 12	1	0.25
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	3	0.25
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 12	4	0.5
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	3	0.25
Locations:				

East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	12	0.75
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 24, 2015*Reason for the proposed change:* Student needed more support**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 14	19	0.85
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 10	1	0.05
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	13	1
Justification: Age variance is documented in IEPs and progress toward IEP goals is not impeded				
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type: Position

Implementation Date: August 22, 2016

Reason for the proposed change: Students moved to the middle School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	55	0.9
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 11	2	0.1
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2015

Reason for the proposed change: Student graduated

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 20	2	0.2
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward IEP goals is not impeded				
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	11	0.8
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: added students

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 16	3	0.25

Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.5
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.25
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* added students**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	16 to 21	1	0.2
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward IEP goals is not impeded				
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 17	1	0.1
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward IEP goals is not impeded				
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 21	7	0.6
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward IEP goals is not impeded				
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 24, 2015**Reason for the proposed change: Case Loads and needs at Middle School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	15	0.5
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	7	0.4
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 13	1	0.1
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 24, 2015**Reason for the proposed change: Student needs***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	6	0.45
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 15	1	0.05
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 24, 2015

Reason for the proposed change: Continuum of services added students

Move in student

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	11	0.5
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	5	0.45
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 17	1	0.05
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2015

Reason for the proposed change: Student needs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 18	9	0.87
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	1	0.13
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2015

Reason for the proposed change: Student needs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	7	0.75
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	6	0.25
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Based on need and continuum of service

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	3	0.4
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	1	0.1
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	6	0.5
Locations:				
East Pennsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 23, 2018

Reason for the proposed change: Student needs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 11	1	0.01
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2015

Reason for the proposed change: Student needs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 9	1	0.05
Locations:				
West Creek Hills Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	3	0.1
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward IEP goals is not impeded				
Locations:				
East Pennsboro Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	3	0.05
Locations:				
West Creek Hills Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 9	4	0.45
Locations:				
East Pennsboro Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 9	2	0.3
Locations:				
West Creek Hills Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 9	1	0.05
Locations:				
West Creek Hills	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 23, 2018*Reason for the proposed change:* Caseloads by grade level**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	6	0.3
Locations:				
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	9	0.5
Locations:				
East Pennsboro Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 10	2	0.2
Locations:				
East Pennsboro Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 2, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 18	5	1
Locations:				
East Pennsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS**

Type: ClassandPosition
Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	3	0.8
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.15
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 10	1	0.05
Locations:				
East Pennsboro Middle school	A Middle School Building	A building in which General Education programs are operated		

Program Position #34

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 9	6	1
Locations:				
West Creek Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Position
Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	24	0.75
Justification: Provide Speech Support due to number of students who need support in Elementary school				
Locations:				
East Pennsboro Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 23, 2018*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* Case load is 6th and 8th grade learning support. The schedule is arranged that only one grade level is in the classroom at a time (6th grade is am and 8th grade is pm)**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	6	0.2
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	11	0.6
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	1	0.2
Locations:				
East Pennsboro Middle School	A Middle School Building	A building in which General Education programs are operated		

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
Paraprofessional	West Creek Hills Elementary	1
Paraprofessional	West Creek Hills Elementary	1
Paraprofessional	West Creek Hills Elementary	1
Paraprofessional	West Creek Hills Elementary	1

Paraprofessional	West Creek Hills Elementary	1
Paraprofessional	West Creek Hills Elementary	1
Paraprofessional	East Pennsboro Elementary	1
Paraprofessional	East Pennsboro Elementary	1
Paraprofessional	East Pennsboro Elementary	1
Paraprofessional	East Pennsboro Elementary	1
Paraprofessional	East Pennsboro Elementary	1
Paraprofessional	East Pennsboro Elementary	1
Paraprofessional	Middle School	1
Paraprofessional	Middle School	1
Paraprofessional	Middle School	1
Paraprofessional	High School	1
Paraprofessional	High School	1
Behavior Care Aide	High School	1
Behavior Care Aide	Middle School	1
Behavior Care Aide	East Pennsboro Elementary	1
Behavior Care Aide	West Creek Hills Elementary School	1
Special Education Behavior Specialist	Central Office	1
Assistant Director of Special Education	District Office	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy (OT)	Outside Contractor	5 Days
Physical Therapy	Outside Contractor	15 Minutes
Audiology	Intermediate Unit	25 Minutes
Educational Consultant	Intermediate Unit	1 Days
Employment Skills Training	Intermediate Unit	3 Days
Social Work	Intermediate Unit	5 Days
Mental Health Worker	Intermediate Unit	2 Days
Occupational Therapy (COTA)	Outside Contractor	4 Days
Instruction in the home	Intermediate Unit	3 Hours
School Based Counseling	Outside Contractor	3 Days
School Psychologist	Outside Contractor	3 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>-Incorporation of skills and strategies for working with students with autism in the induction program.</p> <p>-Professional development for all staff on working with students with autism.</p> <p>-Develop skills in regards to understanding target skills, reinforcement, error correcting and shaping behavior</p> <p>-Professional Development on compliance of Special Education law. (IEP, PBSP)</p>
Person Responsible	District Administrators and Special Education Behavior Specialist
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	40
Provider	East Pennsboro Area School District
Provider Type	Non-profit Organization
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	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or</p>

	<p>peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Increasing students with Autism participating in the general education</p>

Behavior Support

Description	<ul style="list-style-type: none"> -Professional development on de-escalation strategies and physical intervention (District uses Safe Crisis Management "SCM") -Professional development on writing Functional Behavior Assessments (FBAs) -Professional development on writing and following Positive Behavior Support Plans (PBSPs) -District Wide Positive Behavior Support -Training on Manifestations (understanding common characteristics of disabilities) -Training on Reinforcement Strategies -Professional Development on compliance of Special Education law. (IEP, PBSP)
Person Responsible	District Administrators and Special Education Behavior Specialist
Start Date	7/1/2019
End Date	6/23/2022
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	5
# 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 with extreme behaviors and support the students with de-escalation strategies.
Research & Best Practices Base	-IEP Standards -FBA Standards -PSBA Standards
For classroom teachers, school counselors and education specialists	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 or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors

	Other educational specialists Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 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 • Less placement in "other setting," decrease office referrals

Paraprofessional

Description	Paraprofessional training on inclusive practices Paraprofessional training on General Special Education Requirements Paraprofessional training on disabilities and characteristics and best practices Paraprofessional training on role and responsibilities
Person Responsible	District Administrators and Special Education Instructional Specialist, Special Education Teachers
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	36
Provider	School District Personnel
Provider Type	Substitute Teacher Service (Contract provider for Paraprofessional Staff) in addition to East Pennsboro Paraprofessionals
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	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops School Whole Group Presentation
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting
Evaluation Methods	Participant survey 100% of our paraprofessional staff will complete 20

	hours of training.
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Reading

Description	<ul style="list-style-type: none"> -Inclusion of special education teachers in professional development focused on core curriculum -Ongoing professional development focusing on co-teaching -Elementary special education staff trained in Foundations and Wilson Reading -Training of special education staff in iReady -Training of special education teachers in the Multi-tiered System of Support (MTSS) process at all levels -Professional Development on compliance of Special Education law. (IEP, PBSP)
Person Responsible	District Administrators (Superintendent, Assistant Superintendent, Supervisor of Curriculum, Director of Special Education, Principals and Assistant Principals)
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	2.0
# 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--MTSS</p> <p>-Inclusion of special education teachers in professional development</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Classified Personnel New Staff Other educational specialists Parents</p>

Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Growth in PSSA Scores and benchmark assessments</p>

Transition

Description	<p>-Continue training on transition grid</p> <p>-Develop transition assessment module</p>
Person Responsible	Administrators, Transition Coordinator, Special Education Behavior Specialist
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	20

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 transition guidelines
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	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	Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting
Evaluation Methods	Participant survey Increase post-secondary outcomes

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer