

South Eastern SD
Special Education Plan Report
07/01/2018 - 06/30/2021

District Profile

Demographics

377 Main St
 Fawn Grove, PA 17321
 (717)382-4843
 Superintendent: Jeffrey Hughes
 Director of Special Education: Sandra Ness

Planning Committee

Name	Role
Joseph Terch	Administrator : Professional Education Special Education
Terri McCormick	Elementary School Teacher - Special Education : Special Education
Alex Bastian	High School Teacher - Regular Education : Special Education
Ashley Norris	High School Teacher - Special Education : Special Education
Abbey Lichtenberg	Middle School Teacher - Regular Education : Special Education
Tracy Grube	Middle School Teacher - Special Education : Special Education
Jill Crouse-Wolf	Parent : Special Education
Melissa Druck	Special Education Administrative Assistant : Special Education
Sandra Ness	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 426

Identification Method

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

Prior to identifying a student with a specific learning disability, pre-referral intervention strategies are provided by the regular education and intervention teachers to any student who is demonstrating needs in the areas of academics, behavior, or social and emotional concerns. The South Eastern School District has been utilizing a multi-tiered approach to intervene with students. If a student is not making meaningful progress with the interventions after exhausting resources in the tiered intervention model, then the student may be referred for further evaluation to determine the need for specially designed instruction. As part of the referral process, a Prior Written Notice for Initial Evaluation/Request for Consent Form the Procedural Safeguards Letter and Notice are issued to the parent/guardian to gain permission to proceed with the evaluation. If the parent/guardian provides their informed consent, then the evaluation process begins, adhering to all legal timelines. During the evaluation process, it is determined if the student meets the eligibility criteria for a specific learning disability. At this time, the South Eastern School district continues to utilize the discrepancy model for identifying students with a specific learning disability. The discrepancy model is a “process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability based instruction as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.” (14.125[a][2][ii]) A set of four criteria are examined during this process.

The first criterion for a determination of specific learning disability requires a multidisciplinary evaluation team to 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 research-based instruction appropriate for the child's age or state approved grade level standards: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics fluency and problem solving. The second criterion for a determination of specific learning disability examines whether a child exhibits a pattern of strengths or weaknesses, relative to intellectual ability. The third criterion for a determination of specific learning disability is that the evaluation team must determine that the findings are not primarily a result of a visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency. The evaluation team must determine that the student's academic deficiencies are not the result of these factors which are considered contra-indicators of a specific learning disability.

The fourth criterion for determination of specific learning disability is ensuring that a child's underachievement, which may be related to a specific learning disability, is not due to a lack of appropriate instruction in reading and mathematics. In order to rule out this possibility, documentation is collected prior to or as part of the referral process, to verify that the child was provided with research-based instruction in the regular education setting and it was delivered by qualified personnel, as indicated by observations of routine classroom instruction. Once these four criteria have been established and either ruled in or ruled out, a determination of specific learning disability is made.

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>

According to the most recent data available at <http://penndata.hbg.psu.edu/BSEReports> (2016-17 Special Education Quick Report for SED), there are no significant disproportionalities between District and State level data in Enrollment Data, Race/Ethnicity or Educational Environment. The Special Education Director monitors data on a yearly basis to ensure the South Eastern School District continues to meet the standards as set forth by the Commonwealth of Pennsylvania and to ensure we are locating and evaluating children with disabilities appropriately. An annual review is also held with the Director of Special Education Services of the Lincoln Intermediate Unit and the South Eastern School District Director of Special Education to review the Special Education Data Report and other local data to note any areas of concern and plan for future needs and actions. Annual public notice is provided in a variety of ways, including through local newspapers, district publications, and the district website.

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?

1. The South Eastern School District currently does not host any institutions which meet the definition of a 1306 Facility for Children, which may include such facilities as detention homes, homes for orphans, drug and alcohol treatment centers, or similar types of facilities, within the boundaries of the school district.

2. If the South Eastern School District would become a host for any children's institutions within the boundaries of the school district, designated school district personnel would work collaboratively with the staff from the institution and with those individuals who hold the educational rights for students placed in the facility. For students in which a public school placement is appropriate, the school district would allow such students to attend the public schools within boundaries of the school district. For students in which a public school placement may not be appropriate, the school district may wish to provide an educational program at the institution. The school district may also recommend school placements which are located outside of the institution, but not within the public school setting such as a program operated by the Lincoln Intermediate Unit. Regardless of whether or not a student was a district resident, the South Eastern School District would handle the educational placements of such students in the same manner as any other resident student who was in need of special education services.

When the South Eastern School District has students placed in facilities which meet the definition of a 1306 facility and are located in other school districts, the Director of Special Education participates in child find activities for our resident students in other host school districts. The Director of Special Education attends Individualized Education Program and discharge meetings, either in person or via phone conference. The Director of Special Education takes an active role in ensuring that the students are making meaningful progress during their placement.

3. Although the South Eastern School District does not currently host a children's institution, it would be reasonable to assume that issues could arise regarding the host district, resident district, and institution agreeing on the most appropriate placement for the student. Another issue that may prevent a district from meeting its obligations is the inability to obtain up-to-date paperwork in a timely manner to ensure the student is properly placed. In both cases, communication and cooperation are essential to successful relationships.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The South Eastern School District has developed a partnership with host district where the youth detention facility in the area is located, the Lincoln Intermediate Unit, and the local facilities that serve incarcerated youth. The district contracts educational services through the Lincoln Intermediate Unit to provide educational services to students who have been incarcerated or placed in the youth detention center. When a student from the district is incarcerated, the Director of Special Education for the district is notified regarding the student, typically through probation,

court, agency, parent, or the Lincoln Intermediate Unit. Educational records are sent to the facility including any records indicating eligibility for special education. When the student is eligible for special education services, the district provides copies of the most recent evaluations and the current Individualized Education Program (IEP). If the staff at the correctional institution feels that the student may be eligible for special education services through child find, the South Eastern School District works cooperatively with the Lincoln Intermediate Unit to ensure that an evaluation is completed. For students who are incarcerated and qualify for special education services, the Director of Special Education participates in IEP meetings and discharge meetings to assist with future placements. Students are eligible for their high school diploma when credit requirements for Kennard-Dale High School have been met. Students also have the option of completing their General Education Diploma (GED). When students are incarcerated outside of the immediate area, the South Eastern School District works cooperatively with other facilities and LEAs to provide appropriate resources and meet the needs of students on an individual basis.

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.

1. The South Eastern School District utilizes a Multi-Tiered System of Supports. All students are instructed in their regular classroom within Tier 1 and Tier 2, as long as success is evidenced through continual and consistent progress monitoring. This involves students currently at risk, as well as those with a current Individualized Education Plans. It is only when no further adaptations/accommodations can be made to continue student success in the regular classroom environment that students are removed for Tier 3 interventions or to a special education environment. The inclusionary philosophy is promoted through co-teaching practices, pairing special educators with regular classroom teachers in the most effective manner, and is being implemented at each level K-12. Providing students with the necessary supports within the regular class permits students with disabilities to access the general education curriculum in the least restrictive environment. Students not making meaningful education progress are identified through progress monitoring, classroom performance, and program benchmarks. Students with an Individualized Educational Plan may be considered for extended services at this time. Formal

identification of students requiring an Individualized Education Plan is completed through a series of psychological, achievement, and other assessments delivered by the school psychologist or other specialists. Results are discussed and evaluated by the IEP Team to determine student qualifications. The Director of Special Education participates as a Local Education Agency Representative for IEP meetings for students placed in private institutions to ensure that, to the maximum extent possible and appropriate for the student, services are provided in the least restrictive environment with non-disabled peers.

We provide a wide range of individualized supplementary aids and services to students within regular education, other educational related settings, extra-curricular and non-academic settings to enable our students to be educated with their non-disabled peers to the maximum extent appropriate. These accommodations and modifications can range from supports to address environmental needs (such as specialized seating, altered physical arrangements), adaptations for the pacing or presentation of instruction (frequent breaks, the use of sign language, presenting visuals with auditory), modification of assignments (shortening assignments, breaking down into steps, alternate format), testing adaptations and accommodations (tests read aloud, extended time, modified format), to specialized equipment (high tech to low tech assistive technology, special furniture), and staffing needs (additional staffing in the classroom, PCAs, nursing). Each student's supplementary aids and services are based on their unique set of needs.

2. At the elementary, intermediate, middle and high school levels, the district uses a cooperative/collaborative model of instruction for the majority of the special education population. These students are subsequently monitored to assure they are making progress with this level of supportive intervention. By having the special education teacher work in collaborative and/or co-teaching partnership with the regular education teacher, the students have the advantage of receiving the skills of both a strong content area teacher and a strong intervention teacher. Additionally, the students are also well-served in a regular education environment. Only when this is not successful (as evidenced through continual progress monitoring), is the student's program modified to provide service outside of the regular education classroom.

All schools have access to the Supplemental Aids and Services Toolkit through the PDE to assess student needs to provide students the tools to participate in the regular education programming, when appropriate, in meeting the educational needs of a more complex student. IEP teams will also make referrals to the Assistive Technology Consultant through the Lincoln Intermediate Unit to meet students' needs for appropriate devices and technology to enhance the continuum of support available for their educational programs. In addition, the South Eastern School District utilizes all applicable Pennsylvania Training and Technical Assistance Network trainings. Notices of upcoming trainings are distributed to professional and support personnel. A similar method of notification is used for trainings sponsored by local intermediate units and the Pennsylvania Department of Education. Participation in additional training sessions is encouraged by administrators. Site-based trainings are arranged for district in-service days, Act 48 days, and after school times.

3. District data indicates, in general, a positive comparison of our data to the State Performance Plan average, according to the 2016-17 Special Education Data Report. In the category "Inside Regular Education Class 80% or More" South Eastern's percentage is 61.1% and the State average is 62.4%. In the category "Inside Regular Education Class Less Than 40% of the Time" South Eastern's average is 10.5% and the State average is 9.0%. In the "Other Settings" category South Eastern's percentage is 4.4% and the State Average is 4.9%.

Outside of district placements are based on student need as determined by the IEP team. Placements based upon SED's continuum of special education services that support the availability of Least Restrictive Environment, include a continuum of alternative placements to meet the needs of children with disabilities. Special classes, separate schooling or other removal from the regular educational environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Some of those options include IU fair share programs, contracting with neighboring school districts who provide their own programs/services, and private programs. We still consider the least restrictive environment in those programs by looking at services in the regular education environment to the maximum extent possible for each student.

Additionally, students who are removed for disciplinary reasons are recommended to attend an Alternative Education for Disruptive Youth programming placement. AEDY programs are designed for seriously and persistently disruptive students. By law, districts may refer students to AEDY programs only if they demonstrate, to a marked degree, any of the 6 conditions. The program must enable all students to make normal academic progress and to meet the requirements for graduation in their home school district. Placement in an AEDY program should be considered only after all other options for improving behavior have been exhausted. This includes the use of each school's Student Assistance Program.

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.

1. The South Eastern School District's policy on Behavioral Support Services contains all of the required regulatory components. School Board Policy 113.2 specifically states that "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."

In order to provide a safe learning environment for all, the South Eastern School District utilizes multiple forms of Positive Behavior Support (PBS). School-wide Positive Behavior Support (SWPBS) Programs are utilized throughout the district. SWPBS is a process for creating safe and effective learning environments in which a proactive approach is used to teach, monitor, and reinforce appropriate school behavior for all students. When students present with needs that cannot be managed with SWPBS alone, school teams may develop informal behavioral assessments and create individualized positive behavior support plans. If behavioral needs continue after a positive behavior support plan is implemented, the student may be referred for a special education evaluation for further assessment.

2. Teachers and support staff are notified of and provided with the opportunity to attend professional development opportunities related to student behavior. In the past, trainings have been provided at all building levels for the creation of Functional Behavioral Assessments and Positive Behavior Support Plans. Our school psychologists, Director of Special Education and consultants for the IU provide technical assistance to teachers who need additional assistance with addressing student behavior. Behavior that constitutes a danger to self or others requires immediate intervention. At a minimum, each school has a designated group of individuals who have been trained in de-escalation techniques and the proper use of restraints utilizing the Crisis Prevention and Intervention (CPI) model. Two staff members are in-house CPI trainers. Designated staff members are trained and given refresher training on an annual basis.

3. In 2015, the South Eastern School District partnered with TrueNorth to begin to offer on-site school based behavioral health services for our students. Each of our six school buildings is approved as a TrueNorth satellite office for our students. The school guidance counselors and the district social services coordinator assist families in the referral process, specifically when they are unable to access mental health counseling outside of the school setting. The TrueNorth counselors work with the families and students directly to provide the mental health services needed. School facilities are made available during the summer months for ongoing appointments so that students and families can receive the continuity of care that is critical in mental health. School based mental health services has been a wonderful addition to our community, especially for a somewhat remote area where people have difficulty accessing mental health care in many cases.

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.

1. At times, the South Eastern School District has difficulty ensuring FAPE for students with severe emotional needs. Since we cannot ensure referrals to mental health facilities will result in placement, sometimes students remain longer in educational placements where they are not making as much progress as possible due to mental health needs not being met. The district also has difficulty ensuring FAPE for students who move into non-public or private facilities. Often the district is unaware of these placements until we receive a request to pay for educational services. Sometimes students move between placements and school districts are not informed of these moves. With good communication, the South Eastern School District can help to ensure that, to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities, are educated with non-disabled peers and removal from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with supplementary aids/services cannot be achieved satisfactorily. The South Eastern School District works collaboratively with community-based services to fill the gaps within services. At times, the district may make a CASSP referral to gain community assistance with students with the greatest level of need. CASSP coordination services bring together MH/IDD, the school district and private providers to develop plans for students experiencing difficulties in multiple settings.

2. The Lincoln Intermediate Unit has expanded its Therapeutic Emotional Support Services particularly at the secondary level which has assisted the district in ensuring FAPE for students who have been difficult to place in past years. The district has also worked with BRIDGES at the Children's Home of York to meet the mental health needs of some of our students. Their services have been very beneficial to our students and have aided our students in receiving intensive mental health counseling. For students who are diagnosed with Autism and exhibit behaviors that are harmful to themselves or others, we have sought the assistance of New Story and Soaring Heights, both private schools for students with Autism with severe needs. We have also provided for students needs at the Maryland School for the Blind as well as the Benedictine School in Maryland, for students with Multiple Disabilities, whose needs were unable to be met in programs closer to home.

3. The vision at South Eastern School District is to educate as many of our students with special needs within their home school district, or as close to home as possible. In the past several years, we have expanded our programming to include an in-house behavior intervention program at the 9-12 level, in-house, district-run emotional support programming in grades K-12, Intensive Learning Support/Neurological Support classes for grades K-8, as well as in-house cyber school programs for grades 3-12. This year, we have expanded to host two IU fair share Autistic Support Classrooms at the elementary level and an IU fair share Life Skills Support Classroom at the high school. A barrier at South Eastern School District is the smaller student population which makes it difficult to create district-run programming for low-incidence populations and the more rural location which makes it difficult to form partnerships with other districts that could creatively meet the needs of hard-to-place students. We continue to look for ways to collaborate with neighboring districts and our Intermediate Unit to provide quality programming for our difficult-to-place and low-incidence populations of students.

Strengths and Highlights

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

The South Eastern School District is committed to identifying and providing eligible students with a free, appropriate public education in the least restrictive environment as well as providing a full continuum of programs and services. We have committed to providing as many services in-house for our students as possible, with the addition of in-house, district-run emotional support, behavior intervention, intensive learning support, and cyber school programs for our students. We have increased our fair share classrooms to include two autistic support classrooms at the elementary level and a life skills support class at the high school level this year. This helps keeps our students connected with their school and community and assists South Eastern in providing quality services for our students.

At South Eastern, we are committed to not only the academic growth of our students, but also the growth of the whole child and their social-emotional well-being. We employ three full time psychologists and a full time social services coordinator to work with staff to assist in meeting student needs. They are an integral part of the MTSS teams, SAP teams, CARE teams, Brainsteps teams, and other building and district level teams that support the idea of meeting the needs of the whole child. We have guidance counselors and certified nurses in every building, committed to working as a team for the needs of our students. As part of their social skills curriculum, our emotional support students in grades five through eight participate in group equine assisted therapy for 14-16 weeks throughout the school year.

We provide training and professional development for our parents, staff, and faculty in a variety of ways. We offer a combination of on-site programs through in-service days and faculty meetings, as well as advertise programs offered through our Intermediate Unit and programs sponsored by other agencies such as Family Child Resources, Office of Vocational Rehabilitation, Autism York, and the Byrnes Health Center, to name a few. These programs are sometimes advertised to parents through a special education blog on the special education page on our district website as well as through fliers or e-mails sent directly to parents. Opportunities for staff development outside of the district are sent out to district staff to the building level via the Special Education Director as opportunities arise. Faculty and staff also have the ability to participate in the numerous webinars sponsored through PATTAN and the Lincoln Intermediate Unit. This information is also disseminated via the Special Education Director.

Other strengths and highlights include our commitment to have all paraprofessionals meeting highly qualified status, a focus on students making continual growth, preparing all of our students for college and career readiness through the transition process, and preparing our preschool students and families for the transition to school-age services in cooperation with our intermediate unit.

Assurances

Special Education Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Dallastown Middle School	Neighboring School Districts	Autistic Support	1
Red Lion Senior High	Neighboring School Districts	Blind/VI Support	2
Northeastern High School	Neighboring School Districts	Therapeutic Emotional Support	1
Eastern York Middle School	Neighboring School Districts	Life Skills Support	1
Shrewsbury Elementary	Neighboring School Districts	Multiple Disabilities Support	3
York County School of Technology	Neighboring School Districts	Learning Support	22
York County School of Technology	Neighboring School Districts	Emotional Support	1
York Learning Center	Special Education Centers	Therapeutic Emotional Support	1
York Learning Center	Special Education Centers	Life Skills Support	2
York Learning Center	Special Education Centers	Multiple Disabilities Support	2
York Suburban High School	Neighboring School Districts	Learning Support/Neurological Support	1
Eastern York High School	Neighboring School Districts	Learning Support/Neurological Support	1
River Rock - Red Lion Campus	Other	AEDY/Learning Support	1
River Rock - Red Lion Campus	Other	Private Licensed Academic Program/Emotional Support	4
New Story-Mountville	Approved Private Schools	Autistic Support	2
New Story-Mountville	Approved Private Schools	Emotional Support	1
Soaring Heights	Approved Private Schools	Autistic Support	3
Benedictine School	Out-of-State Schools	Multiple Disabilities Support	1
River Rock - Spring Grove Campus	Other	Court Adjudicated Day Program/Emotional Support	2
Friendship Elementary School	Neighboring School Districts	Life Skills Support	1
Baresville Elementary School	Neighboring School Districts	Autistic Support	1

Adams County Learning Center	Other	Private Licensed Academic Program/Emotional Support	1
York Suburban Middle School	Neighboring School Districts	Autistic Support	1
Dallastown Intermediate School	Neighboring School Districts	Deaf and Hearing Impaired Support	1
Northeastern Middle School	Neighboring School Districts	Therapeutic Emotional Support	2

Special Education Program Profile

Program Position #1

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	11	0.65
Locations:				
Fawn Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	14	0.6
Justification: Students at different age ranges are not seen at the same time.				
Locations:				
Delta-Peach Bottom Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	17	0.75
Justification: Students at different age ranges are not seen at the same time.				
Locations:				
Stewartstown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 13	1	0.11
Justification:				
Locations:				
South Eastern Middle School East	A Middle School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	2	0.05
Locations:				
Kennard-Dale High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 5, 2018*Reason for the proposed change:* The name of the building changed officially on March 19, 2015, but had not been updated in the Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 12	6	0.3
Locations:				
South Eastern Intermediate School	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:* April 28, 2017

Reason for the proposed change: When the special ed plan was originally submitted/approved, programs were not separated into segments. Change reflects accurate accounting of students by level of support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	5	0.63
Locations:				
Delta-Peach Bottom 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%)	Learning Support	8 to 11	3	0.37
Locations:				
Delta-Peach Bottom Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 22, 2016

Reason for the proposed change: To reflect the current level of support needs of the students in the class.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	8	0.44
Justification: Students of varying age range may not be seen at the same time. Age range waivers are obtained by IEP teams where appropriate.				
Locations:				
Delta-Peach Bottom 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%)	Learning Support	6 to 6	1	0.06
Locations:				
Delta-Peach Bottom	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017*Reason for the proposed change:* To reflect the current level of support needs of the students in the class.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	1	0.5
Locations:				
Fawn Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2015

Reason for the proposed change: A majority of the students in the classroom are traditionally closer to this attendance area, so it will keep them closer to their home. Also, due to recent renovations, construction, and enrollment numbers, there is more open classroom spaces in the newly proposed building. Originally, this classroom was an IU classroom, so it was kept on campus, closer in location to other school districts to facilitate travel time for other students. We transferred entities two years ago, so this is no longer necessary.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 9	3	0.6
Locations:				
Delta Peach Bottom 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	Emotional Support	10 to 10	1	0.2
Locations:				
Delta Peach Bottom 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
Full-Time Special Education Class	Emotional Support	8 to 8	2	0.2
Locations:				
Delta Peach Bottom Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: April 28, 2017**Reason for the proposed change: When the special ed plan was originally submitted/approved, programs were not separated into segments. Change reflects accurate accounting of students by level of support.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	5	0.29
Locations:				
Fawn Area 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 10	12	0.71
Locations:				
Fawn Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: April 28, 2017**Reason for the proposed change: To reflect the current level of support needs of the students in the class.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	7	0.5
Locations:				
Stewartstown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: April 28, 2017**Reason for the proposed change: To reflect the current level of support needs of the students in the class.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	15	1
Locations:				
Stewartstown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017*Reason for the proposed change:* To reflect the current level of support needs of the students in the class.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 13	5	1
Locations:				
South Eastern Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017*Reason for the proposed change:* To reflect the current level of support needs of the students in the class.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	2	0.29
Locations:				
South Eastern Intermediate 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	10 to 11	5	0.71
Locations:				
South Eastern Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017

Reason for the proposed change: When the special ed plan was originally submitted/approved, programs were not separated into segments. Change reflects accurate accounting of students by level of support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	7	0.47
Locations:				
South Eastern Intermediate 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	10 to 11	8	0.53
Locations:				
South Eastern Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017

Reason for the proposed change: When the special ed plan was originally submitted/approved, programs were not separated into segments. Change reflects accurate accounting of students by level of support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	9	0.56
Locations:				
South Eastern Intermediate 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	11 to 12	7	0.44
Locations:				
South Eastern Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017

Reason for the proposed change: When the special ed plan was originally submitted/approved, programs were not separated into segments. Change reflects accurate accounting of students by level of support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	8	0.5
Locations:				
South Eastern Intermediate 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%)	Learning Support	11 to 13	8	0.5
Locations:				
South Eastern Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017

Reason for the proposed change: When the special ed plan was originally submitted/approved, programs were not separated into segments. Change reflects accurate accounting of students by level of support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	5	0.45
Locations:				
South Eastern 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	13 to 14	6	0.55
Locations:				
South Eastern Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017

Reason for the proposed change: When the special ed plan was originally submitted/approved, programs were not separated into segments. Change reflects accurate accounting of students by level of support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	9	0.64
Locations:				
South Eastern 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 13	5	0.36
Locations:				
South Eastern Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017

Reason for the proposed change: When the special ed plan was originally submitted/approved, programs were not separated into segments. Change reflects accurate accounting of students by level of support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14	5	0.31
Locations:				
South Eastern 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	13 to 14	11	0.69
Locations:				
South Eastern Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017

Reason for the proposed change: When the special ed plan was originally submitted/approved, programs were not separated into segments. Change reflects accurate accounting of students by level of support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	5	0.31
Locations:				
South Eastern 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	11	0.69
Locations:				
South Eastern Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017

Reason for the proposed change: When the special ed plan was originally submitted/approved, programs were not separated into segments. Change reflects accurate accounting of students by level of support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	9	0.6
Locations:				
Kennard-Dale 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	6	0.4
Locations:				
Kennard-Dale 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:* Class*Implementation Date:* April 28, 2017

Reason for the proposed change: When the special ed plan was originally submitted/approved, programs were not separated into segments. Change reflects accurate accounting of students by level of support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	16	0.94
Justification: Students outside the age range may not be seen at the same time. Where appropriate, age range waivers are signed and approved by IEP teams				
Locations:				
Kennard-Dale 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	16 to 16	1	0.06
Locations:				
Kennard-Dale 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:* Class*Implementation Date:* April 28, 2017

Reason for the proposed change: When the special ed plan was originally submitted/approved, programs were not separated into segments. Change reflects accurate accounting of students by level of support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	0.42
Locations:				
Kennard-Dale 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 17	11	0.58
Locations:				
Kennard-Dale 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:* Class*Implementation Date:* April 28, 2017

Reason for the proposed change: When the special ed plan was originally submitted/approved, programs were not separated into segments. Change reflects accurate accounting of students by level of support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	5	0.36
Locations:				
Kennard-Dale 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	9	0.64
Locations:				
Kennard-Dale 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 and Position*Implementation Date:* April 28, 2017

Reason for the proposed change: To reflect the current level of support needs of the students in the class.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	19 to 19	1	0.1
Locations:				
Kennard-Dale 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 17	2	0.2
Locations:				
Kennard-Dale 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 18	2	0.2
Locations:				
Kennard-Dale High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017*Reason for the proposed change:* When the special ed plan was originally submitted/approved, programs were not separated into segments. Change reflects accurate accounting of students by level of support.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	0.85
Locations:				
Kennard-Dale 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 16	2	0.15
Locations:				
Kennard-Dale High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016*Reason for the proposed change:* Redistributed learning support staffing due to caseloads (reduced by half in two buildings, combining with regular ed positions to add a position in another building)**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	3	0.19
Locations:				
Kennard-Dale 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	5	0.06
Locations:				
Kennard-Dale HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017

Reason for the proposed change: When the special ed plan was originally submitted/approved, programs were not separated into segments. Change reflects accurate accounting of students by level of support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	7	0.47
Locations:				
Kennard-Dale 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 19	8	0.53
Locations:				
Kennard-Dale High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 8	1	0.08
Locations:				
Fawn Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017

Reason for the proposed change: Name of building officially changed. Also updated caseload and age range

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 12	2	0.15
Locations:				
South Eastern Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017*Reason for the proposed change:* Name of Building officially changed. Also updated caseload and age range**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 15	2	0.08
Locations:				
South Eastern Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #35*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 14	1	0.08
Locations:				
Kennard-Dale High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 6	1	0.08
Locations:				
Stewartstown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 28, 2017*Reason for the proposed change:* Name of building changed. Also updated age range and FTE**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 12	1	0.11
Locations:				
South Eastern Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016**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	11	0.92
Justification: Age range waivers are approved by IEP team as appropriate				
Locations:				
Stewartstown Elementary	An Elementary 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	Learning Support	10 to 10	1	0.08
Locations:				
Stewartstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	14	0.87
Locations:				
South Eastern 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	13 to 14	2	0.13
Locations:				
South Eastern Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #41*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	8	1
Locations:				
Kennard-Dale HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #42*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	8	1
Locations:				
Stewartstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 10	8	1
Locations:				
Stewartstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44*Operator:* School District**PROGRAM DETAILS***Type:* Class*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%)	Learning Support	12 to 14	4	1
Locations:				
South Eastern Middle School Rm 136	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Administration Building/Full District	1
Special Education Administrative Assistant	Administration Building/Full District	1
Social Services Coordinator	Full District	1
Paraprofessionals	Delta Peach Bottom Elementary	9
Paraprofessionals	Fawn Area Elementary	6
Paraprofessionals	Kennard-Dale High School	6
Paraprofessionals	South Eastern Middle School	5
Paraprofessionals	South Eastern Intermediate School	6
Paraprofessionals	Stewartstown Elementary	8
Personal Care Assistant	Kennard-Dale High School	1
School Psychologist	District	2
Guidance Counselor	Stewartstown Elementary	1
Guidance Counselor	Delta Peach Bottom Elementary	1
Guidance Counselor	Fawn Area Elementary	1
Guidance Counselor	South Eastern Intermediate School	2
Guidance Counselor	South Eastern Middle School	2
Guidance Counselor	Kennard-Dale High School	3
Digital Learning Coordinator/Special Student Populations Coordinator	Administration Building/Full District	1
One to One Paraprofessionals (Part Time/Substitute)	District Wide	5.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Intermediate Unit	5 Days
Occupational Therapists	Intermediate Unit	2 Days
Physical Therapists	Intermediate Unit	60 Minutes

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Each building will have the opportunity to form a team that has specialized knowledge and skills related to autism spectrum disorders. The team will then act in a consultative role to their building, providing support for issues that arise regarding student needs, and to assist in providing targeted professional development opportunities and resources to families, staff, and students in their buildings. The Lincoln Intermediate Unit will be utilized to assist in training core building level teams and enriching their capacities over a three year period.</p> <p>Evidence that this action step has been completed will include training sign in sheets and agendas as well as team survey data feedback regarding improved understanding of autism spectrum disorders and the functionality of the teams.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.5
# of Sessions	6
# of Participants Per Session	24
Provider	Lincoln Intermediate Unit, Director of Special Education
Provider Type	IU
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	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
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team provides support and training specific to building needs on an ongoing basis, makes referrals to special education office and beyond as needed
Evaluation Methods	Participant survey

Behavior Support

Description	<p>Teachers, administrators, and paraprofessionals will be given training in practical strategies for behavior management in the general education classroom specific to areas of behavioral need (mental health disorders, executive functioning issues, classroom management of chronic behaviors). Special education and other specialized school staff will be given training in how to appropriately collect observable behavior related data and generate Functional Behavior Assessments and Positive Behavior Support Plans that are data-based.</p> <p>Evidence that this action plan has been implemented will include training sign in sheets and participant feedback surveys.</p>
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Person Responsible	Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.5
# of Sessions	6
# of Participants Per Session	25
Provider	District professionals, with consultation and training from outside sources such as Pattan, Lincoln Intermediate Unit, Crisis Prevention and Intervention
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides 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>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p>

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Review of building level behavior data, FBAs/PBSPs, individual consultations
Evaluation Methods	Review of building level behavior data, FBAs/PBSPs, individual consultations

Paraprofessional

Description	<p>Paraprofessionals are provided with opportunities for in-house and on-line professional development related to special education topics each year in order to maintain their highly qualified status. One of the sessions each year during district in-service time will be developed specifically to meet paraprofessional needs and will cover topics such as technology in the classroom, disability awareness, supporting inclusive practices, behavior management techniques, instructional strategies, confidentiality, and other topics at paraprofessional request. These sessions are developed and typically facilitated by the Director of Special Education or at her direction by staff or outside specialists.</p> <p>Evidence that this action step has been implemented will include training sign-in sheets and agendas from each professional development opportunity as well as maintaining 100% highly qualified status for all district paraprofessionals through meeting the 20 hour training requirement annually.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	5.5
# of Sessions	3
# of Participants Per Session	40
Provider	Director of Special Education or Appointed Staff

Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	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. Instructs the leader in managing resources for effective results.
Training Format	Department Focused Presentation
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Follow up with building level administrators and teachers
Evaluation Methods	Participant survey Follow up with building level administrators and teachers

Reading NCLB #1

Description	<p>Special education teachers, regular education teachers, and paraprofessionals will be given specific training on how to utilize assistive technology tools to improve reading skills and enhance reading in the content areas so that students can more easily access curriculum at grade level and participate in the least restrictive environment. Tools may include Don Johnston based tools (UPAR, Snap and Read, Co-Writer) as well as Google products and others. Contracted vendors, in-house experts, as well as Intermediate Unit Assistive Technology staff, and Pattan may be utilized to meet this objective.</p> <p>Evidence that this action step has been implemented will be training sign in sheets as well as activity reports from assistive technology tools.</p>
Person Responsible	Director of Special Education, Digital Learning & Special Student Services Coordinator
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	15
Provider	District and/or Intermediate Unit
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Optional for Special Ed
Research & Best Practices Base	Optional for Special Ed
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>
For school or LEA administrators, and other	Provides leaders with the ability to access and use appropriate data to inform decision-making.

educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Department Focused Presentation Online-Asynchronous Offsite Conferences
Participant Roles	Classroom teachers Paraprofessional
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
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Transition

Description	<p>During this special education plan phase, we will again look at transition assessment practices as a secondary department and align and adjust with the required 339 career portfolios. All secondary special education teachers will be given updated training on Section III of the IEP and transition best practices. In addition, the Director of Special Education, transition coordinator, and secondary teachers will plan and discuss training opportunities for parents related to transition, both on and off campus.</p> <p>Evidence that this action step has been completed will include training sign in sheets from staff trainings as well as training fliers/agendas and sign in sheets from any trainings attended by parents</p>
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Person Responsible	Director of Special Education/Transition Coordinator
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	15
Provider	IU Transition Coordinator/District Transition Coordinator/Director of Special Education
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>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>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>School counselors</p>

	Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Review of IEPs
Evaluation Methods	Review of IEPs

Special Education Affirmations

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

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

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