

South Park SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

2005 Eagle Ridge Rd
 South Park, PA 15129
 (412)655-3111
 Superintendent: Wayne Gdovic
 Director of Special Education: Kathleen Wooddell

Planning Committee

| Name | Role |
|-----------------------|--|
| Lynn Como | Administrator : Professional Education Special Education |
| Justin Dellarose | Administrator : Professional Education Special Education |
| L. Robert Furman | Administrator : Professional Education Special Education |
| Kevin Monaghan | Administrator : Professional Education Special Education |
| Dave Palmer | Administrator : Professional Education Special Education |
| Kathleen Wooddell | Administrator : Professional Education Special Education |
| Colleen Moses | Business Representative : Professional Education Special Education |
| Lauren Lippert | Ed Specialist - Other : Professional Education Special Education |
| Kellie Palamara | Ed Specialist - Other : Special Education |
| Bethany Chicora-Lewis | Ed Specialist - School Counselor : Professional Education Special Education |
| Kari Havel | Ed Specialist - School Counselor : Professional Education Special Education |
| Chris Stoicovy | Ed Specialist - School Counselor : Professional Education Special Education |
| Ellisen Lowe | Elementary School Teacher - Regular Education : Professional Education Special Education |
| Sharon Zaremski | Elementary School Teacher - Special Education : Professional Education Special Education |
| Carolyn Doyle | High School Teacher - Special Education : |

| | |
|-------------------|---|
| | Professional Education Special Education |
| Alexandra Sahady | High School Teacher - Special Education : Professional Education Special Education |
| Joshua Spicer | High School Teacher - Special Education : Professional Education Special Education |
| Melanie Lauritzen | Middle School Teacher - Regular Education : Professional Education Special Education |
| Jessica Ferguson | Middle School Teacher - Special Education : Professional Education Special Education |
| Dawn Byron | Parent : Professional Education Special Education |
| Stephanie Giusti | Parent : Professional Education Special Education |
| David Giusti | Parent : Professional Education Special Education |

Core Foundations

Special Education

Special Education Students

Total students identified: 227

Identification Method

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

Annual Public Notice to identify, locate, and evaluate children with disabilities and who require special education and related services, the District recognizes all other federal regulations and uses a discrepancy model for the purpose of identifying students with Specific Learning Disabilities.

The following criteria are used for determining the existence of a specific learning disability:

1. Address whether the child does not achieve adequately for the child's age or does not 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; and mathematics problem solving.
2. Examine whether the 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. Determine that the findings are not primarily the result of: a visual, hearing, or orthopedic disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; and limited English proficiency.
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: (a) The child was provided scientifically-based instruction in regular education settings, delivered by a qualified personnel, as indicated by observations of routine classroom instruction. (b) Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Although the district utilizes the Discrepancy Model, the District recognizes the benefits of early intervention. Through the district wide benchmark assessments and implementation of standard aligned curriculum, students needing interventions are being identified and research based interventions are being implemented.

At the Elementary Center students are grouped throughout the day based on skill assessments.

Team meetings are held either at the beginning of the school day or a floating substitute is employed to facilitate participation in team meetings and better meet the needs of individual students. Paraprofessionals are employed to assist students. Paraprofessionals provide drill on

phonics, math facts, and other previously taught skills, as well as act as Personal Care Assistants, to address Self-Care, Behavioral, and Safety deficits with students as needed. Title One provides remedial reading for grades 1-4. Title One provides remedial math to grades two through four as well.

At the Middle School, homeroom has been extended to create an intervention period (Eagle Time) as well as a flex period at the end of the school day in order to provide students requiring assistance, opportunities to receive additional supports. At the fifth grade level, reading and math resource classes are offered for special education students. At fifth and sixth grade levels, fundamental math and language arts skills are offered to students in need of attaining these basic skills. At the seventh and eighth grade levels, interventions are offered to students in need of attaining these basic skills.

At the seventh and eighth grade levels interventions are offered that supplement the existing curriculum in both math and language arts. Students are identified based on the PSSA, grades, and any other at-risk factor that inhibits some aspect of their learning. The Student Assistance Team functions to assess student needs: academic, behavioral, and emotional and initiate interventions within the school setting. Students whom present with mental health needs are referred for assessment through our partnership with HSAO and/or our Glade Run partner.

At the High School level students may receive assistance during study halls as well as before and after school. High school honor students also provide tutoring. In addition, identified students receive additional supports in the areas of Social Studies, Science, and testing via assigned Resource Study Halls. At Middle and High School levels Paraprofessionals are utilized to support students in both the regular and special education classes. The High School also offers a Keystone Remediation Class which is not a special education class. As occurs at the Middle School level, the Student Assistance Team functions to assess student needs: academic, behavioral, and emotional and initiate interventions within the school setting. Students whom present with mental health needs are referred for assessment through our partnership with HSAO and our Glade Run partner. It is hoped that these resources provide students with the adaptations needed to be successful within a regular education environment.

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>

Based on the Special Education Data Report for the School Year 2018-2019, at the present time the South Park School District does not evidence disproportionality in regards to ethnicity.

Considering a 10% difference as disproportionate, the District does not evidence disproportionality in regards to the number of students identified with Autism, The State percent is 11.3%, while the District percent is 18.1%. Since this is a medical diagnosis, the District accepts the diagnosis parents bring from a physician or child psychiatrist. We believe educators and medical

professionals are becoming more aware of the symptoms and thus increasing the number of diagnosed cases.

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?

How does the District meet its obligation under Section 1306 of the Pubic School Code as the host District at each location?

The District does not have a 1306 facility within its jurisdiction at this time.

If/When the district may have a 1306 facility within its jurisdiction with a potential special education student, or potential 504 eligible student the protocol indicated below will be followed:

- The Special Education Administrator/Coordinator of the 1306 facility will notify the Director of Special Education at South Park within 1 business day regarding an identified student.
- South Park School District (Host District) will then issue a 4605 to the District of residence for the identified student and request educational records.
- South Park School District (Host District) will review the records received from the District of Residence and convene the IEP team to determine educational placement always considering education in least restrictive environment (public school) first unless it is determined that this would not provide an appropriate level of supports and services for the student. Once educational placement is determined, South Park School District (Host District) will issue the Notice of Recommended Educational Placement.
- South Park School District (Host District) would be responsible for FAPE, Child Find, reporting progress, appointing a surrogate and communicating with the School District of Residence.

How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

If/When students reside and participate in educational programming at a 1306 facility, the Director of Special Education at South Park School District in collaboration with the Director at the 1306 facility will review the educational records of all students placed in such a facility for Child Find purposes. Records will be scrutinized for need of services. When need of service cannot be ruled out and an Education Evaluation is not available, the South Park School District (Host District) will conduct an Educational Evaluation.

The IEP team first determines which services will be provided by reviewing the Evaluation Report

and documenting the student's present levels of academic achievement and functional performance and the academic, developmental, and functional needs sections of the IEP. Goals and objectives, as well as other sections of the plan will be agreed upon. The IEP team will then determine, based on the needs of the student, the level and location of the intervention.

The general education environment with supplemental aids and services within the student's Host School District (South Park) and with access to all extracurricular activities will be considered as the first level of least restrictive environment. Individualized Education Program teams will consider what supplementary aids and services that would be necessary to support the student in the regular education environment. The Supplementary Aid and Support Toolkit has been distributed to staff and is utilized as a resource tool during IEPs. When this is not appropriate, the continuum of services from least to a more restrictive environment will be followed to determine an appropriate placement. As the law requires a full continuum of services is offered and based on individual student needs whereby a placement out of the district may be appropriately recommended.

What problems or barriers exist which limit the District's ability to meet its obligation under Section 1306 of the Public School Code?

The Host District (South Park) strives to obtain educational records in a timely manner. However, it has been our experience that the students assigned to a 1306 facility have moved frequently or have not been in an educational program for some time. When it is reported that a student has had an IEP efforts will be made to obtain the special education records from the last identified prior district and/or from the parent. When records cannot be obtained, a Permission to Reevaluate will be issued and the district will conduct their own evaluation.

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).

School district personnel are informed about the requirement to transfer records to the appropriate authority for students with disabilities who committed a crime. Each building administrator has a copy of the BEC on this issue. When necessary, the solicitor is contacted for consultation and advice. A collaborative working relationship has been established between district administrators and local law enforcement in order to safeguard the confidentiality of the students to the degree protected by the law.

All incarcerated students are offered a free appropriate public education by either the Allegheny Intermediate Unit or the school district hosting the facility.

We have no students who are incarcerated at this time.

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.

Ensuring Maximum Integration, Program Description, and Educational Environments

The IEP team first determines which services will be provided by reviewing the Evaluation Report and documenting the student's present levels of academic achievement and functional performance and the academic, developmental, and functional needs sections of the IEP. Goals and objectives, as well as other sections of the plan are agreed upon. The IEP team then determines, based on the needs of the student, the level and location of the intervention.

The general education environment with supplemental aids and services within the student's home school is considered as the first level of least restrictive environment. Individualized Education Program teams consider what supplementary aids and services that would be necessary to support the student in the regular education environment. The Supplementary Aid and Support Toolkit has been distributed to staff and is utilized as a resource tool during IEPs.

Supplementary Aids and Services

| Service/Resource | Description |
|--------------------------------------|--|
| Allegheny Intermediate Unit Services | The Allegheny Intermediate Unit provides the following services on an as needed basis: Special Education Services including visual and hearing support services; Related Services including occupational and physical therapy); Professional Development, Preschool Early Intervention Services, Homeless Children's Initiative; Pupil Personnel Services (psychological services, social work services); ACCESS Program (data collection and reporting system); Extended School Year (coordinates programs and services). |
| Co-teaching | Co-teaching is currently offered to special education students grades K-12 in ELA and Math. Pull out classes are provided for those students for whom co-teaching is not appropriate. |
| Supplemental Aids and Services | Supplementary Aids and Services are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic |

settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with the law. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs ONLY if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The following is a framework for considering the full range of Supplementary Aids and Services (SAS).

Collaborative (adults working together to support students)

Scheduled time for co-planning for team meetings
Instructional arrangements that support collaboration (e.g. co-teaching, paraeducator support)

Professional development related to collaboration

Coaching and guided support for team members in implementation of co-teaching and assistive technology

Scheduled opportunities for parental collaboration
All school personnel collaborate in the development and delivery of a Standard Aligned System
Parent day and evening workshops

Attendance at monthly AIU liaison meetings

Director of Special Education meets monthly within each building with special education staff

Director of Special Education meets twice monthly with Central Office and Building Administration

Special Education Website

Data analysis meetings

Instructional Development (development and delivery of instruction that addresses diverse learning needs)

Providing modified curricular goals

Providing alternate ways for students to demonstrate learning

Providing testing modifications

Providing alternate materials and/or assistive technology (e.g. large print, books on tape, transcribe text to Braille, alternate computer access)

Providing instruction on functional skills in the context of the typical routines in the regular classroom

Changing method of presentation

Using reading services

Providing research based supplementary materials

Providing instructional adaptations (e.g. pre-teaching, repeating directions, extra examples and non-examples)

Study guides

Access to computers Books on Tape
 Software to enhance learning
 Extra set of books for home
 Adapted electives
 Teacher outlines
 Modification of length of assignment
 Modified grading
 Providing visual or written schedules
 Paraprofessional Support

Physical

(adaptions and modifications to the physical environment)

Furniture arrangement in the environments
 Specific seating arrangements
 Individualized desk, chairs etc.
 Adaptive equipment
 Adjustments to sensory input (e.g. light, sound)
 Environmental Aids such as sensory room
 Structural Aids (e.g. wheelchair accessibility, elevator, grab bars)
 Supervision of elevator
 Vocational stations within class

Social-Behavioral (supports and services to increase appropriate behavior and reduce disruptive or interfering behavior)

Social skill instruction
 Counseling supports
 Peer supports
 Individualized behavior support plans
 Modification of rules and expectations
 Cooperative learning strategies
 Providing breaks during instructions
 Assignment books checks between home and school
 Notifying students in advance of schedule changes
 Utilization of Social Stories
 Professional development on behaviors and disabilities
 Conflict mediations sessions
 Anti-bullying presentations
 Extra time to travel between class
 Trauma-based care

Support Services

Learning support classrooms are operated within each building. The Elementary Center includes an Autistic Support classroom that provides services to students in grades K/1 as well as an Autistic Support classroom that provides supports to students grades 2,3,4. The Middle School provides a functional academics/life skills support classroom that provides supports

and services to students in grades 5-8. The High School also provides a functional academics/life skills support classroom which provides services for students in grades 9-12 as well as for our students whose families choose for them to remain until they are 21. The district also employs two full time speech/language pathologists that serve all three buildings. All programs are staffed by school district employees. The District contracts with three licensed school psychologists, and with Glade Run to provide individual and group therapies. The District employs 4 Guidance Counselors: 1@ the Elementary Center, 1 @ the Middle School, and 2 @ the High School to provide Career Planning Instruction, social skills groups, and counselling.

The District contracts with the Allegheny Intermediate Unit for low incidence needs (e.g. vision, hearing, occupational therapy, and physical therapy).

The transition coordinator meets with students and their families to support the students' post school outcomes for education, employment and independent living. The transition coordinator also works with families with accessing services with the Office of Intellectual Disabilities. In addition, the Office of Vocational Rehabilitation organization (OVR) provides workshops to students in grades 9-12 regarding post-secondary ambitions through the Early Reach Program, and is invited to attend IEP Meetings for students in grades 11 and 12 to prepare for the transition between High School and Post-Secondary Education and/or employment. A PAES (Practical Assessment Exploration System) Lab was established during the 2017-2018 school year to provide needed vocational skills practice for high school students as part of the district's transition services. It allows students to acquire vocational skills through hands-on experiences in a simulated real-work world environment. In addition, a simulated apartment and Cafe' were created to give students the opportunity to address daily living skills deficits and to have work experiences within their educational environment. In-house jobs have been created as well which include: shredding; delivering mail and materials to teachers/classrooms; washing windows; dusting; running vacuums; etc. Some students have been employed part-time over the summer within the facilities/custodial departments to acquire real world job skills practice, and during the summer of 2020 these opportunities will be expanded to our grounds crew in order to enable students to acquire skills such as: grass cutting, landscaping; machine operations and maintenance, etc. Our Transition Coordinator, Lifeskills Teacher, and Paraprofessionals provide Community-based Instruction activities within the South Park community and beyond to assist students with generalizing their acquired skills to real life situations. In addition, students volunteer at the food bank; do food prep work at the high school; and are provided work experiences within the community as well. To address the needs of our students aged 18-21, we work with OVR as well as outside agencies that

Transition Services

include Step by Step, Project Search, Project Discovery, Goodwill, etc. These agencies provide enhanced vocational experiences to our students and provide guidance to staff students, and families in making that transition from school services to adult services after graduation.

When this is not appropriate, the continuum of services from least to a more restrictive environment is followed to determine an appropriate placement. As the law requires a full continuum of services is offered and based on individual student needs whereby a placement out of the district may be appropriately recommended.

The District provides opportunities for students to interact with non-disabled students throughout the day, including extracurricular activities. Students receiving services in a special education public school, a licensed private academic day school, or an approved private academic school are encouraged to participate in specific classes and/or extracurricular activities with their local, same-age peers in their home school. The district encourages students to attend school clubs, social events and vocational or academic classes during the day.

The LEA participates in Least Restrictive Environment, Inclusion, behavioral, instructional, and standard based trainings offered by PaTTAN and the Allegheny Intermediate Unit. In addition, the district has trained and will continue to train building level staff in regard to least restrictive environment, the placement process, adapting delivery of instruction and material, behavior support, co-teaching, inclusion, the standard aligned system, differentiation of instruction, common core, and development of literacy skills with the challenging reader.

Each year the District's Special Education Data are reviewed and an Action Plan developed that aspires to bring about change and modifications that will assist the District in meeting the State Performance Targets.

The District will continue to seek out grant monies that build district capacity to facilitate maximum integration.

All teachers are highly qualified as are all Paraprofessionals. The special education teachers are able to collaborate with the general education teachers.

Regular education students on a volunteer basis dedicate their time to provide positive peer relationships, to encourage appropriate social interactions, and to develop reciprocal play and social skills. This is done by regular visits to the room which supports students with severe autism, physical education classes, other unstructured environments (e.g. lunch, recess), and during transition times. Consultations are provided through, the Allegheny Intermediate Unit, PaTTAN HSAO, and Glade Run to assist in the learning and behavior management of students. Program supervision is provided by the building principals.

The District has an established partnership with Glade Run to provide on site-therapists.

The elementary teachers utilize flexible grouping based on their learning needs and strengths of the students. At the Middle School the program also incorporates an intervention time in which students are provided instruction based on their strengths and needs during an extended homeroom time as well as during established flex time at the end of the school day. At the high school level, teachers assist students during resource study halls, and before and after school. High school honor students also provide tutoring.

All teachers in the District, special education and regular education, are highly qualified meeting the Pennsylvania Department of Education's requirements. The special education teachers are able to

collaborate and provide consultation to the general education staff.

The District assigns a special education teacher to provide transition services for eligible students ages fourteen and older. The transition coordinator meets with students and their families to support the students' post school outcomes for education and employment. The District provides academic skill assessments, career interest surveys, and vocational assessments to help students develop and attain their goals. Students are provided the opportunity to participate in an annual Transition Fair that is co-sponsored by South Park School District as well as other partner districts. Throughout the school year speakers from various colleges and universities, as well as from the various branches of the U.S. Armed Forces, provide presentations for students. Tours are arranged for the area vocational technical school and the local special education center that provides vocational programming. Students are able to attend this facility (Steel Center Vocational) for vocational training. The District contracts with Goodwill Industries, Life Works, and Community Options for vocational evaluations as needed and for work study programs. The District also contracts with local alternative education programs such as Phase IV and CIS, for students at risk for graduating. For students 17 and older who are at risk for graduating, the district also works with students with referrals to Job Corp as needed. The school district co-sponsors a Transition Fair with other districts at Baldwin High School annually. It includes agencies from across Allegheny County that can provide needed resources to families of identified students as they prepare for transitioning post-secondary. In addition, South Park School District sponsors a "Parent Transition Night" annually specifically for identified students within the district and their families. Some of the agencies attending include: Office of Vocational, Rehabilitation (OVR), Social Security, etc.

The District provides various behavior, social, and emotional supports that are available for special education students and support full participation within the general education program. The District provides a continuum of services and interventions including a school-wide behavior program that focuses on positive reinforcement and accountability; good classroom management strategies; Individual Behavior Plans; staff consultation; and student counseling services.

Guidance counselors provide individual and small group counseling to address student behaviors, social skills, coping skills, emotional and academic issues. In addition, the District contracts with Glade Run, HSAO, and Associates in Counseling and Wellness to provide individual and group therapies to those students in need.

The Student Assistance Team has a team of specially trained individuals who conduct student needs assessments, and develop specific intervention plans focusing on a student's academic, social, emotional, behavioral, and mental health development.

All special education teachers and a team from each level have been trained to conduct Functional Behavior Assessments and to develop Positive Behavior Support Plans. District staff has received training in Crisis Prevention Intervention and Safety Training offered by the Allegheny Intermediate Unit as well as the District's In-house CPI Trainer.

The District has formed a committee that meets periodically throughout the year to assess training and inservice needs. This is completed through staff surveys, observations, and review of current State initiatives. Recent professional development has focused on: Interventions including academic and behavioral ones, Differentiated Instruction, Confidentiality, Positive Behavior Support, Autism, Trauma-based Care, Supplementary Aids and Services, new curricula aligned to the Common Core in ELA and Math in grades K-8. a new Student Information System (SIS) and IEP writing system via

Powerschool, Transition, and Extended School Year. In addition, staff is encouraged to attend local and state conferences sponsored by PaTTAN, Allegheny Intermediate Unit and the Department of Education as well as to participate in webinars that are available through the aforementioned and other entities.

The district has continuous and comprehensive parent involvement through various district events, transition orientations for students transitioning from PreK to Kindergarten, Elementary to the Middle School and middle school to the high school, individual trainings specific to their child's program, group trainings, surveys that provide feedback that assist the district in evaluating and growing its program, and a Parent Steering Committee that advises and assists the district in providing assistance to parents and families of identified students. The District has redesigned the District website so that staff, parents, and community can access information regarding our educational programming with ease. The Home Access Center (HAC) has been created so that parents can access their children's homework assignments, attendance, and grades readily. Parents can also access District trainings via our website so that those parents that cannot attend District trainings can view at their leisure. For those parents that do not have computer access, the District provides copies to our local township library. During the current school year parental training has focused on communication devices, transition, interventions, and trauma-based care. Our district website provides handouts, relevant articles, and forums for parents on various topics. The district also circulates respective trainings from surrounding districts and organizations, including the Allegheny Intermediate Unit, PaTTAN, and the PEAL Center. The District makes every effort to provide whatever accommodations are needed to support parent participation at trainings and in all meetings, including ACCESS and translators.

The South Park School District encourages and participates in Interagency collaboration meetings with multiple agencies which have resulted in appropriate programming for students, as well as fostered positive communication between the district and parents.

The District is committed to reading instruction and literacy through the implementation of various reading curriculum and reading programs to meet students' needs. All students are exposed to the regular education curriculum. This is accomplished through utilization of the co-teaching model. Ongoing training for Staff has been provided. Intensive intervention materials from the regular education curricula are utilized for students who require additional modifications and support. Supplemental curriculum such as Accelerated Reader, Earobics, Sonday, SRA Direct Instruction, Language for Learning, Foundations, and Wilson are available and utilized as needed.

The district is committed to utilizing effective research based programs in the areas of math and written expression. Again all students are exposed to the regular education curriculum. The District has Math curricula aligned to the Common Core for grades K-12. This is accomplished through utilization of the co-teaching model. When not appropriate, students are provided instruction utilizing functional reading and math programs.

The district employs sufficient Paraprofessionals to assist students and has provided comprehensive training to the Paraprofessionals. Paraprofessionals are trained on each in-service and Act 80 day on one or more of the 10 standards. During past years, each Paraprofessional has far exceeded the minimum requirement of 20 hours of inservice.

The district utilizes assistive technology proactively to assist in the delivery of services to all students. The District employs a full-time Director of Technology and two technology support staff

as well. These personnel are the first line of contact in problem solving for student needs. When required, the District utilizes the services of the Allegheny Intermediate Unit to conduct further assessments and assists the district in creating action plans.

The district provides sensitivity training to students and staff at all levels. The district contracts with Children's Institute to offer Disability Awareness training for staff and students and have invited other agencies: Tourette's Association,

To further raise awareness and build compassion within both staff and students for those with various disabilities, the District participates in fund raising events such as Hop for Leukemia, Autism Speaks, Special Olympics, and Jump Rope for the Heart. In addition, the district established an inclusive Bocce Team during the 2019-2020 school year which is WPIAL sanctioned and Special Olympics sponsored. Fund raising was done for Special Olympics by selling "Spread the Word" bracelets; holding Bocce matches between students and staff, students and first responders, and any other groups interested in challenging our; and having students with disabilities and without disabilities working together to plan awareness events for their peers.

All policies are in full compliance with federal and state regulations.

The District has developed the Kindergarten Readiness Guide which is provided to local preschools and placed in local public sites. The goal is for parents and preschools to have the packet one year before kindergarten entrance. In addition, the district has implemented online enrollment for the 2020-2021 school year to make the enrollment process easier for families.

The district maintains a positive relationship with the Intermediate Unit and PaTTAN consultants and has utilized this expertise in the areas of assistive technology, autism, behavior support, inclusion, curriculum adaptations, Transition, and paraprofessional training. Administration, special education teachers, regular education teachers, paraprofessionals and all staff working with students are trained annually in the areas of concern and maintain a good relationship to meet each student's needs. The District plans to continue to provide and expand professional development regarding scientifically based interventions, differentiated curriculum, inclusive practices and learning about various disabilities; conduct ability awareness programs for students, staff and parents; provide resources to design and implement curriculum, instruction, assessment and technology to respond to the challenges of diverse student needs; and form partnerships with families and communities.

LRE Data Analysis

The 2018-2019 Special Education Data Report indicates that the South Park School District has 12.4% of the students identified with an exceptionality. This is 4.9% lower than the State. Examining the breakdown by exceptionality, the District has a higher rate of autism than reported across the State. South Park data indicates 18.1% while the State reports 11.3%. This data reflects medical diagnoses.

The Special Education Data from the 2018-2019 school year, calculates to 53.3% of our identified students are in the regular education classroom 80% or more of the time compared to the state average of 61.5%. In addition, the number of students in the regular education classroom less than 40% is 5.6% compared to the state average of 8.9%. Identified students in other settings account for 10.3% which is 5.5% higher than the state average of 4.8%. The Director of Special Education attends IEP Meetings at outside settings and invites parents to visit District buildings to inform them

of supports and services available within the regular education setting. When the IEP Team deems it appropriate to move the student back to a lesser restrictive environment, a plan is put into place to transition the student back to the District so as to set the student up for success within that environment. In addition, the district continues to review data to determine needed changes in programming.

LRE data is reviewed and shared with administration and staff throughout the school year.

The District places emphasis on early intervention and close communication with parents when a student begins to struggle as evidenced by our written procedures. These procedures ensure students to not fall through the "cracks" and further bring attention and intervention from both home and school. District staff is held accountable for implementation strategies in the regular class and the District has utilized paraprofessional support within the regular class.

Based on the 2018-2019 Special Education Data, the District has 10.3% percent of its students outside of the District in other settings, compared to the State's percent of 4.8%. This number can be contributed to the number of students moving into the district who have already been placed in more restrictive environments as well as to the increase in the number of students with significant mental health issues who cannot be supported within the district based on our limited resources in this area. The additional provision of on-site therapists through Glade Run and Associates in Counseling and Wellness and the possible addition of a Social Worker within the school district is anticipated to help reduce the number of students placed outside of the District for emotional needs. Students who exhibit drug involvement, in addition, to their other disabilities at times require placements in alternate licensed facilities to appropriately address their drug involvement. Students are returned to their regular school as soon as the IEP determines that placement is their LRE. The District continues to aspires to meet the statewide average data in regards to out of district placements.

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.

The South Park School District policy and procedures for de-escalation and the use of restraints follows 22 PA Code Section 14.133, stating that positive measures must form the basis of support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs shall include research based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. Behavior support programs and plans shall be based on a functional behavior assessment and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques have been utilized.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, 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 aggressive behavior of an individual student shall cause the school entity to notify the parent of the use of the restraint and shall cause a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notification, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a Functional Behavioral Assessment (FBA), Reevaluation, a new or revised Positive Behavior Support or a change of placement to address the inappropriate behavior.

The use of prone restraints (child is held face down on the floor) is prohibited in school programs. The South Park School District maintains and reports data on the use of restraints as prescribed by the Secretary of Education. Data is collected on an on-going basis and reported into the electronic web site maintained by Leaders.

School Based Behavioral Health Services

The South Park District provides various behavior, social, and emotional supports to help maintain students in the least restrictive environment. The District provides a continuum of services and interventions including a school-wide behavior program that focuses on positive reinforcement and accountability; good classroom management strategies; Individual Behavior Plans; staff consultation; and student counseling services.

The District employs four guidance counselors: one at elementary, one at the middle school level and two at high school level. Guidance counselors work with individual and small groups of students. Classroom presentations are also provided. Topics focus on behavior, social skills, career planning, and academic skills.

Some, but not all of the activities and services provided by the guidance department include the following.

School Guidance Curriculum

- Academic support, including organizational, study and test-taking skills
- Goal setting and decision-making
- Career awareness, exploration and planning

- Education on understanding self and others
- Communication, problem-solving and conflict resolution
- Multicultural/diversity awareness
- Rotational classes on anger management, bullying, and conflict resolution, respect, responsibility, good decision making, friendship, lying, cheating, stealing, and getting along with others.
- Peer relationships, coping strategies and effective social skills

Individual Student Planning

- Academic planning and monitoring of all students
- Goal setting/decision- making
- Education on understanding of self, including strengths and weaknesses
- Transition plans
- Newcomers group

Responsive Services

- Individual and small-group counseling
- Individual/family/school crisis intervention
- Conflict resolution
- Consultation/collaboration
- Referrals
- Liaison between families, students, and agencies

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation
- Test coordinators

Counselors collaborate with both parents, teachers, administrators, and students. Some areas of focus for this collaboration are listed below. Our guidance counselors are an invaluable resource in

the behavior management and emotional needs of our student body.

Parents

Parent education

Communication/networking

Academic planning

One-on-one parent conferencing

Interpretation of assessment results

Teachers

Classroom guidance activities

Academic support, including learning style assessment and education to help students succeed academically

At-risk student identification and implementation of interventions to enhance success

Administrators

School climate

Behavioral management plans

School-wide needs assessments

Student data and results

Student assistance team building

Students

Peer education

Peer support

Academic support

School climate

Leadership development

Community

Crisis interventions

Referrals

Career education

The Student Assistance Program has a team of specially trained individuals who conduct student needs assessments, and develop specific intervention plans focusing on student's academic, social, emotional, behavioral, and mental health development. Members include administrative members, guidance counselors, nurses, and teachers and representatives from Allegheny County Behavioral Health.

Glade Run serves as an on site mental health provider at the high school and middle school, and elementary levels. HSAO also assists families with accessing community mental health services and/or resources and Associates in Counseling and Wellness provide trauma based care training to staff and individual supports to students with Tier 3 needs.

All special education teachers have been trained to conduct Functional Behavior Assessments and to develop Positive Behavior Intervention Plans. District staff has been trained in Crisis Prevention Intervention Techniques and will continue to be trained in this area. The Director of Special Education is the current CPI Trainer, however, additional staff (district Police Officer, and new high school guidance counselor) will also be trained prior to the 2020-2021 school year as CPI Trainers. The district employs two on-campus police officers and still maintains a close working relationship

with the South Park Police Department.

The South Park School District provides on-going professional development activities to prepare and train District staff to address the special knowledge and skills to serve the behavioral needs of children with disabilities. Each building has a team trained in Addressing Challenging Behavior Using Data. This includes training on conducting functional behavior assessments and developing positive behavior support plans.

In addition, the High School implements Building Wide Behavior Support. Data review is a constant within this framework for successful practices and is reviewed weekly with the core team and monthly with the entire teaching staff. Staff buy-in helped the school to create and define the Three P's - Prompt, Prepared and Polite. Students are taught what the school rules look like in various areas of the building and on transportation provided. Teachers are present in the hallways and are quick to positively reward students for good behaviors rather than punish students. Through the process, students have received many positive behavioral incentives for both behavior and academic changes. Our peer tutoring program has really increased and reaches more students in need and our Tier II team holds study skills groups. When an issue does arrive that impacts many students, teachers are given prepared lesson plans and teaching time to present to the students. Student involvement in these activities helps to make them feel connected and results in a positive impact within the school and with each other. As the program grows each year, the impact we see at the high school is nothing but positive. District staff is provided the opportunity to attend local, state and national conferences.

The Elementary level has Building-Wide Positive Behavior Support.

The Middle School utilizes the Olweus Anti Bullying Program.

The District also provides parent opportunities for training and information sharing in regard to students with disabilities. Parents are also notified of relevant trainings conducted by local organizations, schools and universities.

The District encourages and participates in Interagency collaboration meetings with multiple agencies which have resulted in appropriate programming for students with complex needs. Interagency participation at District IEP meetings have improved appropriate programming for students, as well as fostered positive communication between district and parents.

The District currently utilizes the consultation and technical services provided by the Intermediate Unit, Glade Run, HSAO, Allegheny County Office of Behavioral Health, and Wesley Spectrum.

Student Assistance Teams operate at each level to identify students at risk for mental health needs. A member of HSAO Mental Health participates on the elementary, middle, and high school teams as a liaison. The district also works with the Youth Advocacy Program (YAP) when a student continues to have truancy issues.

Students with emotional support needs receive their program in either a co-taught class with supplementary aids and supports or in a resource room setting. In addition, they receive on-site mental health counseling provided by guidance counselors or through a partnership with Glade Run or Associates in Counseling and Wellness. Glade Run is approved to provide service at the elementary, middle and high school levels. This partnership provides on-site behavioral health services that promote social and emotional growth. This partnership emphasizes a team approach in which educators, counselors, families and communities work together to foster strong, confident,

and contributing youth. Associates in Counseling and Wellness provides services to Tier 3 students who require trauma-based care.

Some of the areas of counseling that are provided during school hours focus on:

Inter-personal relationships

Stress and Mood

Grief and Loss

Trauma and Anxiety

Anger Management

Conflict Resolution

Behavioral Issues

Communication Skills

Problem-Solving

Character Building and Self-Esteem

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.

Ensuring FAPE

The South Park School District, as of this date, has been able to locate a program for all their special education students to ensure the provision of FAPE. The South Park School District has been able to locate services for difficult to place students by exploring a range of services and consulting with various agencies. However, if the District ever had difficulty locating a program to ensure FAPE, they would contact the Bureau of Special Education within the Pennsylvania Department of Education to report the students who may lose instruction while waiting for an appropriate special education program. The District would also contact the Interagency Coordinator at PaTTAN and the AIU, to assist in the process of securing a placement for the student. In addition the following agencies may also be contacted to be part of the team: HSAO, Mercy Behavior Health Services, Family Links, Wesley Spectrum, Family Behavior, Wesley Spectrum, Southwestern Health Services, Juvenile Court (Probation Officer), Children and Youth Services, Partial Hospital Programs, Allegheny Department of Human Services Office of Behavioral Health, Drug and Alcohol Treatment Centers, and Alternative Education Programs.

The District staff have participated in training and workshops by the State and the AIU, which

included focusing on the interagency approach. We also have staff participate in Student Assistance Training. As a result we have engaged in interagency collaboration resulting in appropriate programming and interventions to meet the individual needs of students.

To date, the South Park School District has been successful in procuring appropriate educational placements for all their special education students in large part due to our efforts to collaborate with other child serving agencies to meet the individual needs of students in the least restrictive environment. Utilizing various agencies has not only improved securing appropriate programming for students, but also has fostered positive communication between the District staff and parents.

Local Continuum of Supports and Services

The district has had an elementary autistic support class since the 2007-2008 school year, however, due to the increase in the number of students identified with Autism entering kindergarten needing supports within an autistic support classroom, a second AS classroom was established prior to the 2019-2020 school year. One classroom provides supports and services to students in grades K/1. The other AS classroom provides support to students in grades 2,3, and 4.

A life skills class has been in existence at the middle school since 2009-2010 and continues to provide programming within the district today. Prior to the 2018-2019 school year, the I Can Work curriculum which teaches prevocational skills to students was acquired to assist students with transition to the high school and in generalizing skills acquired to real world experiences. A school store was also created to provide students within the life skills program additional prevocational skills practice. Life skills work with students within the Circle of Friends group in inventorying, marketing, and selling products needed by their classmates. Monies earned go back into the program and students use to learn budgeting skills as well.

A life skills class was established at the High School level during the 2014-2015 school year and continues to provide and expand programming to address functional academics and transitional service needs to our students. A PAES Lab was later added to provide our students at the high school with needed vocational skills practice. A Cafe' operated by students within the life skills program in partnership with typical peers who participate in our Circle of Friends program was established and continues to expand since its creation during the 2017-2018 school year. Students also have the opportunity to access in-house jobs such as shredding, delivering mail and materials, cleaning windows, sweeping, etc in order to further develop their vocational skills.

Students in the Autistic Support and Life Skills classes participate in Community-based instruction across all grade levels in order to generalize their skills across environments.

A partnership with Glade Run was established during the 2012-2013 school year and has made mental health counseling by an independent provider available on site. This partnership continues within the district today and has expanded to include individual and group therapy but assists families in accessing community resources that provide supports within the home as well. In 2018-2019, the district partnered with HSAO to provide the district with support in assisting families with accessing mental health and other community resources and services.

A partnership with Associates in Counseling and Wellness was recently established to address the needs of Tier 3 students needing trauma-based care.

The High School and Elementary Schools utilize Building-Wide Positive Behavior Support.

The Middle School utilizes the Olewus Anti-bullying program.

Special education teachers are available to assist students during study halls as are paraprofessionals.

Per the 2018-2019 Special Education Data Report based on the December 1, 2018 Child Count, 53.3% of identified students in South Park are inside the regular class 80% or more of the school day as compared to the state average of 61.5%. Identified students inside the regular education class less than 40% of the time is 5.6% as compared to state average of 9.4%, and 10.3% of students are placed in other settings outside the district as compared to the state average of 4.8% .

On-going professional development regarding continues in the areas of ELA and Math instruction, Functional Behavior Assessments, Positive Behavior Support Plans, Differentiated Instruction, Positive Reinforcement, etc.

The South Park District continues to explore and create ways to expand the districts continuum of special education supports, services and educational placements. Data are analyzed on a quarterly basis and shared with staff and administration.

The District considers the general education classroom as the preferred assignment of students with disabilities. Supplementary aids and services are used to support students with disabilities as active participants with non disabled peers as well as to enable their access to the general curriculum.

There are a number of supplementary aids and services to be considered and implemented by the IEP teams including but not limited to the following; Collaborative, Instructional, Physical, and Social-Behavioral. Special classes, separate schooling, or other removal of children with disabilities from the regular education classroom occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The South Park District provides positive behavior interventions, strategies, and supports designed to foster increased participation of children with disabilities in the general education environment.

In addition to the use of supplementary aids and services to address behavioral issues in the general education classroom, the district develops Functional Behavior Assessments and Behavior Intervention Plans; provides individual and group student counseling services; consultation to parents and staff; and professional development. Fundamental to the provision of these services is school-wide behavior support. School-wide behavior support services all students through programs such as early intervention, student assistance teams and building level initiatives to set expectations to unify consistent behaviors of all students. The District rewards the attributes of Polite, Positive, Prompt, and Prepared. Individual behavior support plans are used to develop and maintain skills that will enhance an individual student's opportunity for learning and demonstrating appropriate behavior.

Consultations are provided to parents and school staff regarding the behavior management of students within the school setting. Consultation is provided by DT Watson, the Allegheny Intermediate Unit and the PaTTAN staff. Individual and group counseling is available to improve cognitive and behavioral functioning that allows students to benefit from their educational program.. The Student Assistance Team effectively screens and refers students who may be in need of counseling services. Parents, teachers, related service providers and administrators are able to refer to the Student Assistance Team.

Counseling services are provided by the guidance counselors, Glade Run therapists, and Associates in Counseling and Wellness therapists as well.

In addition, the District currently has five agencies which are providing Behavior Support Consultation or Therapeutic Staff Support during the school day on site: HSAO, Glade Run, Associates in Counseling and Wellness, DT Watson, and Allegheny County Office of Behavioral Health. The district also utilizes the Youth Advocacy Program (YAP) in order to address students with truancy issues.

The District utilizes the RESOLVE crisis intervention program and other services provided through Allegheny County Mental Health, as needed.

If a more restrictive setting is needed, the District would refer the student to a Licensed Private School, an Approved Private School, and/or a partial hospital program.

The District provides on-going professional development to all staff, including paraprofessionals and related service providers to enhance understanding of least restrictive environment.

The primary focus of all staff training is to improve the achievement of all students and to ensure that effective instructional practices based on empirical evidence are implemented. Therefore, staff needs are guided by current state-wide initiatives and research-based effective practices related to curriculum, instruction, assessment, and intervention.

The District incorporates professional development days in the school calendar for training staff. Administration meets with staff on a weekly basis to address professional development issues. The District also utilizes the assistance of Allegheny Intermediate Unit, PaTTAN, community resources, and private providers. Staff is encouraged to attend professional workshops and conferences offered by local universities and professional organizations. In addition various training delivery systems including building-based, video conferences, webinars, guided practice, coaching, information dissemination, and consultation on specific cases have been helpful in supporting the ongoing efforts at the building level of providing positive behavior supports and maintaining students in the least restrictive environment.

Expansion of the Continuum of Services Planned during the life of this plan

The South Park School District administration and designated staff and parents review the special education data, enrollment data, and test data to make informed data-driven decisions for program planning and enhancements. This process has resulted in the expansion of our continuum of services and supports. The District continues to provide and seek:

- 1) Professional development regarding scientifically based interventions, differentiated curriculum, inclusive practices and learning about disabilities.
- 2) On-going training for both general education and special education staff regarding research based interventions, progress monitoring, educational benefit for students, the Standard Aligned System, and the Common Core;
- 3) Disability awareness programs for students, staff, and parents;
- 4) Resources to improve curriculum, instruction, assessment and technology to better meet the needs of diverse students;
- 5) Expansion of partnerships with families and community resources;
- 6) Utilization of alternative means of providing parent training in addition to face to face workshops. The District is beginning to make these training sessions available via video streaming and/or webinars so that parents can watch trainings at their leisure.
- 7) Maintenance and expansion of the parent and staff loan library to educate parents on services and

interventions in the home setting.

8) Purchase of a new functional/lifeskills curriculum, Styer Fitzgerald to ensure continuity in programming to students in our AS and Life Skills classrooms across grade levels, K-12.

The South Park School District has an in-house continuum of services that can accommodate the needs of most autistic and life skills students.

Co-teaching is implemented in grades K-12 in ELA and Math within the district.

The District recognizes the need to expand early intervention services. Full Day kindergarten was established during the 2019-2020 school year. The District hosts an extended day program within the elementary center. In addition, the district also hosts a preschool program in our elementary center and another in the high school which provides on-site experiences for our high school students participating in Child Development. The district has also housed a DART classroom within the elementary center. Foundations, an Orton-Gillingham based intervention, is being used within Full Day kindergarten classes to provide a strong foundation in phonemic awareness for all students. In addition, Touch Math is being utilized with students lacking numeracy skills. In addition, specials teachers (music, phys. ed, art, library, and computer) are providing double dosing of these interventions throughout the school day. The Wilson reading intervention program is provided to students and grades 3 and up who continue to struggle with reading.

We also recognize our need to expand services through preventative therapeutic support; scheduled time for staff to collaborate regarding individual student needs, increased professional development and support needs for staff; increased parent involvement and participation in training and family support groups; and improved collaboration between the District, parents, and community agencies. The South Park School District, as of this date, has been able to locate a program for all their special education students to ensure the provision of FAPE. The South Park School district has been able to locate services for difficult to place students by exploring a range of services and consulting with various agencies. However, if the District ever had difficulty locating a program to ensure FAPE, they would contact the Bureau of Special Education within the Pennsylvania Department of Education to report the students who may lose instruction while waiting for an appropriate special education program for more than thirty days. The District would also contact the Interagency Coordinator at PaTTAN and the AIU, to assist in the process of securing a placement for the student. In addition the following agencies may also be contacted to be part of the team: HSAO, Glade Run, Mercy Behavior Health Services, Family Links, Wesley Spectrum, Family Behavior, Jefferson IOP, Wesley Spectrum, Southwestern Health Services, Juvenile Court (Probation Officer), Children and Youth Services, Partial Hospital Programs, Allegheny Department of Human Services Office of Behavioral Health, Drug and Alcohol Treatment Centers, and Alternative Education Program.

The District staff has participated in training and workshops by the State and the AIU, which included focusing on the interagency approach. We have also had Student Assistance Liaisons train district staff on site. As a result we have engaged in interagency collaboration resulting in appropriate programming and interventions to meet the individual needs of students.

To date, the South Park School District has been successful in procuring appropriate educational placements for all their special education students in large part due to our efforts to collaborate with other child serving agencies to meet the individual needs of students in the least restrictive environment. Utilizing various agencies has not only improved securing appropriate programming for students, but also has fostered positive communication between the District staff and parents.

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 |
|---|---------------------------|---------------------|---------------------------|
| Mon Valley | Special Education Centers | Autistic Support | 2 |
| Highland | Approved Private Schools | Emotional Support | 6 |
| Western Pennsylvania School for the Blind | Approved Private Schools | Multihandicapped | 2 |
| Wesley Academy | Other | Emotional Support | 2 |
| Pathfinder | Special Education Centers | Multi-handicapped | 4 |
| Western PA School For Deaf (WPSD) | Approved Private Schools | Hearing Support | 2 |
| WISCA | Special Education Centers | Autistic Support | 1 |
| Watson | Approved Private Schools | Life Skills | 4 |
| Watson @ Friendship Academy | Approved Private Schools | Emotional Support | 2 |
| Mon Valley | Special Education Centers | Emotional Support | 1 |
| Wesley Bridge Vocational Program | Other | Autistic Support | 1 |
| St. Anthony's Program @ Duquesne University | Special Education Centers | Life Skills Support | 1 |
| Wesley Spectrum K-8 | Approved Private Schools | Emotional Support | 2 |
| Pioneer Education Center | Special Education Centers | Multi-handicapped | 1 |

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 26, 2019

Reason for the proposed change: District is moving to full day kindergarten and adding 2 K classes within the building. In order to accommodate, two 2nd grade classrooms have to be moved down the hall. As a result, the K/1 Autistic Support classroom needs to move to a hallway with appropriate aged peers across from a

restroom. This displaces this classroom which will move across the hall to a double room. Students in K/1 Learning Support pull-out will receive instruction here.

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 5 to 7 | 10 | 0.7 |
| Justification: Students are never grouped with more than a 3 year age span. | | | | |
| Locations: | | | | |
| South Park Elementary | An Elementary School Building | A building in which General Education programs are operated | | |
| South Park 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 | 5 to 7 | 5 | 0.3 |
| Justification: Students are never grouped with more than a 3 year age span. | | | | |
| Locations: | | | | |
| South Park Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 26, 2019

Reason for the proposed change: Teacher will be working with students in grades 2 & 3 for the 2019-2020 school year. She does not have any students requiring Autistic Support on her caseload. They are all students with Learning Support.

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 7 to 9 | 7 | 0.6 |
| Justification: Students are never grouped with greater than a 3 year age span. | | | | |
| Locations: | | | | |
| South Park 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 | 7 to 9 | 6 | 0.4 |
| Justification: Students are never grouped with more than a 3 year age range. | | | | |
| Locations: | | | | |
| South Park 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 26, 2019

Reason for the proposed change: Change in staff with this caseload.

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 9 to 10 | 4 | 0.4 |
| Justification: Students are never grouped at more than a 3 year age span | | | | |
| Locations: | | | | |
| South Park 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 | 9 to 10 | 5 | 0.5 |
| Justification: Students are never grouped at more than a 3 year age span | | | | |
| Locations: | | | | |
| South Park 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 | 9 to 10 | 1 | 0.05 |
| Justification: Students are never grouped at more than a 3 year age span | | | | |
| Locations: | | | | |
| South Park Elementary Center | 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 | 9 to 10 | 1 | 0.05 |
| Justification: Students are never grouped at more than a 3 year age span | | | | |
| Locations: | | | | |
| South Park Elementary Center | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 26, 2019

Reason for the proposed change: Change from FT AS to Supplemental MDS due to the needs of the students

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Multiple Disabilities Support | 5 to 7 | 2 | 0.2 |
| Justification: Students are never grouped with more than a 3 year age range. | | | | |
| Locations: | | | | |
| South Park Elementary | An Elementary School Building | A building in which General Education programs are operated | | |
| South Park 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 | 5 to 7 | 7 | 0.8 |
| Justification: Students are never grouped with more than a 3 year age range. | | | | |
| Locations: | | | | |
| South Park Elementary | An Elementary School Building | A building in which General Education programs are operated | | |
| South Park Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 26, 2019*Reason for the proposed change:* Itinerant Emotional Support student added to teacher's caseload**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 12 | 10 | 0.6 |
| Locations: | | | | |
| South Park 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 12 | 3 | 0.3 |
| Locations: | | | | |
| South Park 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 12 | 1 | 0.1 |
| Locations: | | | | |
| South Park Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 26, 2019*Reason for the proposed change:* Teacher no longer has student requiring Autistic Support. Removed from caseload. Addition of student requiring Supplemental ES 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 | 8 | 0.8 |
| Justification: Students are never grouped with more than a 4 yr age range | | | | |
| Locations: | | | | |
| South Park Middle | 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 | 11 to 12 | 1 | 0.1 |
| Justification: Students are never grouped with more than a 4 yr age range | | | | |
| Locations: | | | | |
| South Park Middle | 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 | 11 to 12 | 1 | 0.1 |
| Justification: Students are never grouped with more than a 4 yr age range | | | | |
| Locations: | | | | |
| South Park Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 26, 2019

Reason for the proposed change: Teachers caseload changed as well as 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 | 1 | 0.1 |
| Justification: Students are never grouped with more than a 4 yr age range | | | | |
| Locations: | | | | |
| South Park Middle | 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%) | Life Skills Support | 11 to 14 | 5 | 0.6 |
| Justification: Students are never grouped with more than a 4 yr age range | | | | |
| Locations: | | | | |
| South Park Middle | 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 | 11 to 14 | 2 | 0.2 |
| Justification: Students are never grouped with more than a 4 yr age range | | | | |
| Locations: | | | | |
| South Park Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 26, 2019*Reason for the proposed change:* Teacher no longer has a student receiving Autistic Support services. Change in caseload**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 | 7 | 0.7 |
| Justification: Students are never grouped with more than a 4 yr age range | | | | |
| Locations: | | | | |
| South Park Middle | 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 | 11 to 13 | 3 | 0.3 |
| Justification: Students are never grouped with more than a 4 yr age range | | | | |
| Locations: | | | | |
| South Park Middle | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 26, 2019*Reason for the proposed change:* Change in caseload. 1 ES student moved. 1 exited special ed.**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 | 10 | 0.8 |
| Locations: | | | | |
| South Park Middle | 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 | 11 to 14 | 2 | 0.2 |
| Locations: | | | | |
| South Park Middle | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #10*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 26, 2019**Reason for the proposed change: Change in caseload and position from .5 MS & .5 HS to 1.0 @ HS***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------|-------------------------------|---|----------|------|
| Itinerant | Emotional Support | 14 to 18 | 3 | 0.25 |
| Locations: | | | | |
| South Park 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 | 0.5 |
| Locations: | | | | |
| South Park 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 | 14 to 18 | 1 | 0.08 |
| Locations: | | | | |
| South Park 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 | 2 | 0.17 |
| Locations: | | | | |
| South Park High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #11*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 26, 2019**Reason for the proposed change: Change in caseload/Types of supports***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 | 0.64 |

| | | | | |
|---|-------------------------------|---|--|--|
| Justification: Students are never grouped with more than a 4 year age span. | | | | |
| Locations: | | | | |
| South Park High | 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 | 3 | 0.27 |
| Justification: Students are never grouped with more than a 4 year age range. | | | | |
| Locations: | | | | |
| South Park High | 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 | 14 to 18 | 1 | 0.09 |
| Locations: | | | | |
| South Park High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 26, 2019*Reason for the proposed change:* Change in caseload**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 | 8 | 0.4 |
| Justification: Students are never grouped with more than a 4 year age span. | | | | |
| Locations: | | | | |
| South Park 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 | 7 | 0.35 |
| Justification: Students are never grouped with more than a 4 year age span. | | | | |
| Locations: | | | | |
| South Park 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 | 3 | 0.15 |
| Justification: Students are never grouped with greater than a 4 year age range. | | | | |
| Locations: | | | | |
| South Park High | 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 | 14 to 18 | 2 | 0.1 |
| Justification: Students are never grouped with more than a 4 yr age span | | | | |
| Locations: | | | | |
| South Park 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:* ClassandPosition*Implementation Date:* August 26, 2019*Reason for the proposed change:* Change in caseload segment

Supplemental LSS students added

FT Transition Coordinator's caseload is seniors and he consults with 8th grade thru 12th grade special ed teachers specifically regarding transition, including running the PAES Lab.

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|------|
| Itinerant | Learning Support | 18 to 21 | 10 | 0.62 |
| Justification: Students are never grouped with more than a 4 year age span. | | | | |
| Locations: | | | | |
| South Park High | 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 | 18 to 21 | 2 | 0.12 |
| Justification: Students are never grouped with more than a 4 year age range. | | | | |
| Locations: | | | | |
| South Park High | 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 | 18 to 21 | 1 | 0.06 |
| Justification: Students are never grouped with more than a 4 year age range. | | | | |
| Locations: | | | | |
| South Park High | 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 | 18 to 21 | 3 | 0.19 |
| Justification: Students are never grouped with more than a 4 year age range | | | | |
| Locations: | | | | |
| South Park High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 26, 2019*Reason for the proposed change:* Change in types and level of supports**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|------|
| Full-Time Special Education Class | Life Skills Support | 15 to 18 | 2 | 0.22 |
| Justification: Students are never grouped with more than a 4 year age range. | | | | |
| Locations: | | | | |
| South Park High | 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 | 5 | 0.56 |
| Locations: | | | | |
| South Park 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 | 2 | 0.22 |
| Locations: | | | | |
| South Park High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 26, 2019*Reason for the proposed change:* Change in caseload

Change in staff

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 5 to 10 | 60 | 1 |
| Justification: Students are never grouped with more than a 3 year age range | | | | |
| Locations: | | | | |
| South Park Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

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

Type: ClassandPosition

Implementation Date: August 25, 2016

Reason for the proposed change: Speech/Language Pathologist will be in closer proximity to students that she supports

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|------|
| Itinerant | Speech and Language Support | 5 to 10 | 25 | 0.44 |
| Justification: Students are never grouped with more than a 3 year age range. | | | | |
| Locations: | | | | |
| South Park 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 | Speech and Language Support | 10 to 14 | 22 | 0.38 |
| Justification: Students are never grouped with more than a 4 year age range. | | | | |
| Locations: | | | | |
| South Park Middle | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|------|
| Itinerant | Speech and Language Support | 14 to 21 | 10 | 0.18 |
| Justification: Students are never grouped with more than a four year age range. | | | | |
| Locations: | | | | |
| South Park High | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #17

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 26, 2019

Reason for the proposed change: Change in caseload. One HS student graduated. Elementary student identified.

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------|-----------------------------------|---|----------|------|
| Itinerant | Deaf and Hearing Impaired Support | 17 to 18 | 1 | 0.04 |
| Locations: | | | | |
| South Park 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 | Deaf and Hearing Impaired Support | 5 to 7 | 1 | 0.07 |
| Locations: | | | | |

| | | | | |
|------------------------------|-------------------------------|---|--|--|
| South Park Elementary Center | An Elementary School Building | A building in which General Education programs are operated | | |
|------------------------------|-------------------------------|---|--|--|

Program Position #18*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 26, 2019*Reason for the proposed change:* Change in caseload.**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|------------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Blind or Visually Impaired Support | 14 to 21 | 1 | 0.94 |
| Justification: Students are never grouped with more than a 4 yr age span | | | | |
| Locations: | | | | |
| South Park High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 26, 2019*Reason for the proposed change:* Change in caseload and Position from LS Teacher to

AS Classroom Teacher Grades 2,3, & 4

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 8 to 10 | 4 | 0.8 |
| Locations: | | | | |
| South Park Elementary Center | 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%) | Multiple Disabilities Support | 8 to 10 | 1 | 0.2 |
| Locations: | | | | |
| South Park School District/Elementary Center | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #20*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 26, 2019*Reason for the proposed change:* Change in caseload.**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------|------------------|-----------|----------|-----|
|-----------------|------------------|-----------|----------|-----|

| | | | | |
|--|------------------------------------|---|---|------|
| Itinerant | Blind or Visually Impaired Support | 5 to 10 | 6 | 0.19 |
| Justification: Students are never grouped with more than a 4 yr age span | | | | |
| Locations: | | | | |
| South Park Elementary Center | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--------------------------|------------------------------------|---|----------|------|
| Itinerant | Blind or Visually Impaired Support | 10 to 14 | 1 | 0.05 |
| Locations: | | | | |
| South Park 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 | Blind or Visually Impaired Support | 14 to 21 | 1 | 0.11 |
| Justification: Students are not grouped within a 4 year age range. | | | | |
| Locations: | | | | |
| South Park High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #21*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 26, 2019

Explain any unchecked boxes for facilities questions: Position is a TVI providing Orientation and Mobility within the school district not a classroom. Services are provided throughout the district and within the community.

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|------------------------------------|---|----------|------|
| Itinerant | Blind or Visually Impaired Support | 14 to 21 | 2 | 0.16 |
| Justification: Students are not grouped with age range greater than 4 years | | | | |
| Locations: | | | | |
| South Park 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:* October 15, 2019**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 | 4 | 0.4 |
| Locations: | | | | |

| | | | | |
|--------------------------|--------------------------|---|--|--|
| South Park 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 | 11 to 14 | 6 | 0.6 |
| Locations: | | | | |
| South Park Middle School | 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 | South Park Elementary, Middle and High School | 1 |
| Paraprofessionals | South Park Elementary, Middle and High School | 19 |

Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per Week |
|---------------------------------------|--------------------|----------------------|
| Occupational Therapy | Intermediate Unit | 3 Days |
| Physical Therapy | Intermediate Unit | 1 Days |
| Psychologist | Outside Contractor | 3 Days |
| Autism Consultant | Outside Contractor | 30 Minutes |
| Blind/VI | Intermediate Unit | 5 Days |
| Deaf/HI | Intermediate Unit | 1 Days |
| Physical Therapy Assistant | Intermediate Unit | 1 Days |

District Level Plan

Special Education Personnel Development

Autism

| | |
|---------------------------|---|
| Description | Special Education Staff will continue to receive ongoing professional development related to Autism in both large group, small group, and IEP Team professional development on Act 80 and In-service days. Professional Development will be provided via District staff, the Allegheny Intermediate Unit, outside agencies as needed, and PaTTAN. |
| Person Responsible | Building Principal and Director of Special Education |
| Start Date | 7/1/2020 |
| End Date | 6/30/2023 |
| Program Area(s) | Special Education |

Professional Development Details

| | |
|---|---|
| Hours Per Session | 3.0 |
| # of Sessions | 3 |
| # of Participants Per Session | 36 |
| Provider | AIU3, School District, Individual |
| Provider Type | Providers will consist of a variety of educators from the District, AIU3, PaTTAN, and outside agencies as needed. |
| PDE Approved | Yes |
| Knowledge Gain | Administrators, Teachers, and Staff working with students with Autism Spectrum Disorder will acquire knowledge of how to implement successful programs for them using appropriate supplementary aids and services and specially designed instruction. Staff will become more familiar with social deficits that students with Autism Spectrum Disorder may demonstrate in order to facilitate positive social interactions for them within the general education environment. |
| Research & Best Practices Base | Curricula and supplementary materials used will be research based and appropriate for students with Autism Spectrum Disorder. The Director of Special Education will work with other Administrators and Grade Level Team Leaders to review materials and resources that will be implemented within the classroom. New curricula (Styer Fitzgerald) will be introduced to self-contained AS and LSS staff prior to the 2020-2021 school year in order to |

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| | ensure continuity of instruction and programming across district buildings (EC, MS, and HS). |
| For classroom teachers, school counselors and education specialists | <p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p> |
| For school or LEA administrators, and other educators seeking leadership roles | <p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p> |
| Training Format | <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</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>New Staff</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) 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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Consistent review of LRE and academic and social successes for students with Autism educated in regular education classroom</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. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data IEP team recommendation and input</p> |

Behavior Support

| | |
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| Description | <p>The District policy on school-wide positive behavioral supports will continue to be enforced and adhered to by all district administrators, teachers, paraprofessionals, and students. All K-12 administrators, teachers, and support staff will receive ongoing training on how to effectively conduct functional behavioral assessments (FBAs) and develop positive behavioral support plans (PBSPs).</p> <p>At the high school level, staff and parents will be refreshed on Building Wide Positive Behavior Support.</p> <p>Staff will be refreshed in CPI and new staff will be trained.</p> <p>At the middle school level, staff and parents will be refreshed in the Olweus Anti Bullying Program.</p> <p>At the elementary level, staff and parents will be refreshed on Building Wide Positive Behavior Support.</p> |
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| | <p>Staff will be refreshed on Funtional Behavior Assessments, Behavior Support Plans, and Special Education Discipline.</p> <p>Staff will be trained in mandatory Child Abuse Awareness.</p> <p>Staff will be trained on Trauma-based care.</p> <p>Two additional staff will become CPI Trainers for the district (Police Officer, New High School Guidance Counselor).</p> <p>Evidence: Staff development agendas & sign-in sheets maintenance of bullying prevention programs, and progress monitoring data for behavioral goals</p> |
| Person Responsible | Principals, District CPI Trainer, Director of Special Education |
| Start Date | 7/1/2020 |
| End Date | 6/30/2023 |
| Program Area(s) | Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology |

Professional Development Details

| | |
|--------------------------------------|--|
| Hours Per Session | 3.0 |
| # of Sessions | 6 |
| # of Participants Per Session | 30 |
| Provider | PaTTAN, AIU3, District |
| Provider Type | A variety of resources will be utilized to provide professional development |
| PDE Approved | Yes |
| Knowledge Gain | <p>Participants will gain knowledge and skill to develop positive behaviors and diminish behaviors that impede student learning.</p> <p>Participants will gain skill in deescalating conflict and applying restraints if needed.</p> <p>Participants will learn to identify bullying and teach students, parents, and staff strategies to assist the victim, the bully, and the bystander.</p> <p>Staff will gain updated knowledge and skill in conducting functional behavior assessments, developing and implementing positive behavior supports, and implement Chapter 14 discipline requirements.</p> <p>Staff will also implement alternatives to suspension.</p> <p>All staff will become aware of warning signs of child abuse and their</p> |

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| | responsibilities in reporting. |
| Research & Best Practices Base | Non violent crisis intervention has been proven to be an effective means of reducing student conflict. The extensive research on positive behavior support has shown that behavior that impedes student learning are most effectively addressed through data analysis and positive behavior interventions. |
| For classroom teachers, school counselors and education specialists | <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p> |
| For school or LEA administrators, and other educators seeking leadership roles | <p>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>Offsite Conferences</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>New Staff</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> |

| | |
|-----------------------------|--|
| Follow-up Activities | <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of 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>Analysis of discipline records, Analysis of restraint reports</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>Analysis of student discipline data</p> |

Paraprofessional

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| Description | <p>Each year the Special Education Department provides comprehensive training to all Paraprofessionals in order to meet the required 20 hours of annual training. There are numerous offerings beyond the minimum 20 hours and multimodal approaches which include webinars, on-site hands-on experiences, trainings provided from district staff, TAC trainings through the AIU, in-services provided through PATTAN consultants.</p> <p>Paraprofessionals will be refreshed in non-violence crisis resolution. Evidence of implementation will be District logs, in-service agendas and sign-in sheets, and agency certification cards.</p> <p>Paraprofessionals will be refreshed in CPR/First Aid. Evidence of implementation will be District logs, in-service agendas and sign-in sheets, and agency certification cards.</p> <p>Paraprofessionals will be refreshed on the PDE Standards. Evidence of implementation will be District logs, sign in sheets, agendas, certificates, and Master Teacher Reports.</p> <p>Paraprofessionals will be trained on Reading and Math strategies and interventions. Evidence of implementation will be District logs, sign in sheets, agendas, certificates, and Master Teacher Reports.</p> |
| Person Responsible | Building Principal and Director of Special Education |
| Start Date | 7/1/2020 |
| End Date | 6/30/2023 |

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| Program Area(s) | Professional Education, Special Education, Gifted Education, Educational Technology |
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Professional Development Details

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| Hours Per Session | 6.0 |
| # of Sessions | 3 |
| # of Participants Per Session | 20 |
| Provider | District |
| Provider Type | School Entity, AIU3 Consultants, PaTTAN Consultants, and Curriculum Publisher |
| PDE Approved | Yes |
| Knowledge Gain | <p>Paraprofessionals will gain a better understanding of various disabilities and strategies to assist them in accessing the general education curriculum. Various topics during in-service days will be provided to assist them in this endeavor.</p> <p>Paraprofessionals will de-escalate conflicts and skill in restraint procedures and techniques.</p> <p>Paraprofessionals will administer CPR and First Aid when needed.</p> <p>Paraprofessionals will acquire and improve competency in the PDE Standards.</p> |
| Research & Best Practices Base | <p>Training is supported by Chapter 14 and PDE Standards.</p> <p>CPR and First Aid is a District requirement to ensure safety of all students and staff.</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> |
| For school or LEA administrators, and other educators seeking leadership roles | <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> |

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| Training Format | LEA Whole Group Presentation Series of Workshops Department Focused Presentation |
| Participant Roles | Paraprofessional New Staff |
| Grade Levels | Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12) |
| Follow-up Activities | Observation of Participant |
| Evaluation Methods | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Observation, Tests, and Master Teacher Reports |

Reading

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| Description | <p>At the primary level (grades K-2) the District focus continues to be to develop reading readiness skills (letter-sound correspondence and the development of phonic skills). The Elementary Center vision is that all students will be reading near or at grade level by the time that they reach second grade. As a result, emphasis will continue to be placed on providing appropriate reading interventions to students based on assessment data. As part of this plan, the district implemented full day kindergarten during the 2019-2020 school year. It established a daily 30 minute Foundation intervention period across all Kindergarten classes in order to move closer to the district vision mentioned previously.</p> <p>Teachers, including Specials (Art, Music, Gym, etc.) and Paraprofessionals have been and will continue to be trained in various reading interventions including: Reading Mastery (SRA), Language for Learning, Souday, Foundations, Wilson, and Wonder Works (Reading Intervention aligned to the Reading Wonders curriculum along with PA Core Standards). These interventions address the needs of at-risk and struggling learners. Advanced readers needs are met</p> |
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| | <p>within the regular education classroom and weekly enrichment groups.</p> <p>At the Middle School level, Reading Instruction continues to be provided to grades 5-8. Reading interventions provided at the K-4 level are continued at the Middle School level with the exception of Foundations. Wonder Works and Wilson Reading are additional interventions that are provided to struggling readers as determined by assessment data.</p> <p>At the High School level (grades 9-12), students who continue to struggle in Reading are provided appropriate interventions. They also receive modified core instruction in ELA on an as needed basis.</p> |
| Person Responsible | Building Principal, Director of Special Education |
| Start Date | 7/1/2020 |
| End Date | 6/30/2023 |
| Program Area(s) | Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology |

Professional Development Details

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|---|---|
| Hours Per Session | 3.0 |
| # of Sessions | 6 |
| # of Participants Per Session | 50 |
| Provider | District Personnel, AIU3 Consultants, PaTTAN Consultants, Curriculum Publisher |
| Provider Type | School Entity, AIU3 Consultants, PaTTAN Consultants, Ed Web webinars, Master Teacher, and Curriculum Publisher |
| PDE Approved | Yes |
| Knowledge Gain | <p>Staff will understand the common core standards in literature and how they will be implemented.</p> <p>Staff will acquire knowledge in regard to what students need to know to demonstrate proficiency on the Keystone Examination in literature.</p> <p>Staff will acquire instructional strategies to remediate students.</p> <p>Staff will understand how to interpret and use student growth data to guide their decisions about best instructional practices.</p> |
| Research & Best Practices Base | <p>Keystone Exams and common core standards are mandated by PDE and recognized as best practices.</p> <p>Training educators in how to access and interpret AIMsweb, Keystone,</p> |

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| | PSSA, PVAAS, PASA, and SAS data is vital in learning how to make instructional decisions. |
| For classroom teachers, school counselors and education specialists | <p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p> |
| For school or LEA administrators, and other educators seeking leadership roles | <p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p> |
| Training Format | <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p> |
| Participant Roles | <p>Classroom teachers</p> <p>Principals / Asst. Principals</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> |

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| 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>Lesson modeling with mentoring</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>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Student Keystone Data and PSSA Scores</p> |

Transition

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| Description | <p>All secondary special education teachers (grades 7-12) along with the District Administrative Team have participated in Indicator 13 training during the 2015-2016 school-year. Training in best practices in transition is offered annually.</p> <p>Evidence of change will be: transition plans that meet PDE requirements; PDE Special Education Data Report on Transition; Agendas from professional development activities; and completed Student Transition Surveys.</p> <p>Graduation and drop-out rates will be monitored. Exit and post school surveys will also be analyzed as well.</p> |
| Person Responsible | <p>Middle School and High School Principals, Transition Coordinator, Director of Special Education</p> |
| Start Date | <p>7/1/2020</p> |
| End Date | <p>6/30/2023</p> |
| Program Area(s) | <p>Professional Education, Teacher Induction, Special Education, Student Services</p> |

Professional Development Details

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| Hours Per Session | <p>3.0</p> |
| # of Sessions | <p>6</p> |
| # of Participants Per | <p>20</p> |

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| Session | |
| Provider | District |
| Provider Type | School Entity |
| PDE Approved | Yes |
| Knowledge Gain | <p>Staff will gain knowledge to meet the transition needs of students in postsecondary education and training, employment, and independent living. Special Education Teachers will have a better understanding of developing effective transition IEPs and developing transition programs that are meaningful and appropriate for our students with disabilities.</p> <p>Staff will gain knowledge in PDE requirements for effective transition.</p> |
| Research & Best Practices Base | <p>The District will utilize the PDE Transition Audit Checklist to ensure all components of transition are effectively implemented. Guidelines from the Indicator 13 Trainings along with resources from PaTTAN and AIU3 are considered when transition plans are being developed. The Transition Coordinator will monitor IEPs of students of transition age to ensure compliance, offer advice and suggestions regarding best practices, and in order to plan and create appropriate transition activities within each individual's transition plan.</p> |
| 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> <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> |

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| Training Format | LEA Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences |
| Participant Roles | Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Parents |
| Grade Levels | 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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles |
| Evaluation Methods | Classroom student assessment data Portfolio Transition Plans, Drop Out Rates, Graduation Rates, Exit Surveys, Post School Surveys |

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