Waynesboro Area SD

Special Education Plan Report

07/01/2015 - 06/30/2018

District Profile

Demographics

210 Clayton Ave
Waynesboro, PA 17268
(717)762-1191
Superintendent: Sherian Diller
Director of Special Education: Sherri Sullivan

Planning Committee

Name	Role
Matthew Brown	High School Teacher - Special Education : Special Education

Core Foundations

Special Education

Special Education Students
Total students identified: 517

Identification Method

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

Once the student has been referred to the school psychologist for an evaluation the school psychologist uses the Chapter 14 special education regulations to determine if the student has a learning disability. The discrepancy model, as explained in the Pennsylvania Guidelines for Identifying Students with Specific Learning Disabilities, August 2008, is used by the district psychologist for students in all buildings. This process examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade, determined not primarily by the result of other factors (visual, hearing, orthopedic disability, intellectual disability, emotional disturbance, environmental or economic disadvantage, limited English proficiency).
The district ensures under achievement 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 prior to, or as a prior, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction. 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.

The school psychologist comprehensive evaluation report components include the following when appropriate: current classroom curriculum based assessments; aptitude and achievement tests; local and/or state assessments; behavioral assessments & results of a functional behavioral assessment; and vocational technical education assessment results; interests, preferences, aptitudes are included when appropriate.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: http://penndata.hbg.psu.edu/BSEReports

No significant discrepancy reported

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?

a)   How does the district meet its obligation under Section 1306 of the Public School Code as the host district at each location?

Waynesboro Area School District acts as the financial agent for Abraxas and Vision Quest 1306 placements. The district maintains records of students who are placed and discharged from the facility. The district has a contract with Vision Quest and Abraxas whereby they provide all educational services to the students. The district contracts Intermediate Unit supervisory personnel representative of the district LEA and participates in Child Find and IEP team requirements of Chapter 14. The district also contracts an IU school psychologist to support Child Find requirements and support evaluation methods for 1306 students. The district offers trainings and communication to ensure they are knowledgeable about special education regulations. The Waynesboro Area School District also enters all Abraxas and Vision Quest physical restraints into the Leader system.

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

The LEA fully complies with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under 1306 of the Public School Code as outlined in the BEC. Educational programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102. Any barriers would be addressed through continued collaboration efforts between the district and 1306 facilities to ensure Child Find and provision of FAPE for students with disabilities (for example, improving communications and networking with the outside agencies / programs, interagency collaboration, etc.)

c)   What problems or barriers exist which limit the district's ability to meet its obligations under Section 1306 of the Public School Code?
Criminal charges disallowing students from leaving the grounds of the 1306 facilities. Often there are multiple security risks and/or lack of personnel for supervision for students to attend district schools. Due to uniform requirements at Abraxas there may be a dignity and pride issue for a student to attend a Waynesboro Area School District school. Both Vision Quest and Abraxas struggle with conflicting regulations between PDE and DPW.

Incarcerated Students Oversight

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

The Lincoln Intermediate Unit (LIU) operates the educational program in the local correctional institutions for all incarcerated students who are or may be eligible for special education services. LIU procedures are established and followed in order to notify school districts when school age youth enter the facilities. School records are sent to the facility in order to identify anyone eligible for special education services. Students may be evaluated while incarcerated if there is a reason to believe the youth may be disabled and in need of specially designed instruction. The school district works in conjunction with the LIU to complete the evaluation.

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.

Every student with a disability in the Waynesboro Area School District at the elementary, middle, and high school levels have the Instructional Support Team (IST) and / Team Process to brainstorm academic / behavioral strategies, to develop individual student plans so students become more successful in school. The teams also document / revise strategies and collect academic / behavioral data to support student needs / strengths. The district teams consist of building administration, IST, classroom teacher, special education teacher, specialist teachers, related service providers, behavior specialist, school nurse and sometimes our school probation representative and outside agencies. Every team's goal is to include the child's parent in the team meeting process, therefore many parents will participate in this process. This collaboration of teamwork enables us to continuously meet the needs of students in order to keep them educated in the least restrictive environment. The purpose of such collaboration described is to keep meaningful education benefit for our students. The IEP team, with consideration of appropriate supplementary aides and services, remains the vehicle that guides team members in developing least restrictive educational placements for all children with disabilities. It is only after considering the full continuum of special education programs and services, along with documentation and progress monitoring data, that a more restrictive educational placement is determined appropriate by the IEP team (i.e. special classes, special schools, home instruction, and instruction in hospitals and institutions.)

After a student is evaluated and determined eligible for special education services, the Individualized Education Plan (IEP) team determines the level of intervention needed for the student, always starting with the least restrictive level, supportive level of intervention in the regular classroom environment with supplemental aids and services. The IEP teams use the LRE

flow chart to consider the full range of supplementary aides and services to provide the least restrictive environment to each student to meet his/her needs. These options are tried for all newly identified students prior to moving them along the continuum to a more restrictive placement. There must be documented evidence/data (i.e. IEP goal progress monitoring data) that the supportive or supplemental level of intervention is not meeting the student's needs in the regular classroom environment with supplemental aids and services prior to the team considering a more restrictive option. There is a full continuum of services provided by the school district in cooperation with the Lincoln Intermediate Unit and our local agencies. The district is also involved in consultation and technical assistance from PDE for the state's Autism Initiative that supports VB Mapping. The district has hired a behavior specialist to assist school teams with the unique behavior needs of our special education students and she also serves as the internal coach for our Autism Initiative classroom teachers. The district's vault for IEP paperwork and student history is in a web-based student system. All progress monitoring of academic and behavior data is completed using a web-based data collection program. The district continues to utilize state and IU trainings for professional development in such areas as behavior management, PA Core, best practice strategies, speech and language workshops. Such examples of trainings and state initiatives the district is involved in are all in place so a child with a disability is not removed from the education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum or because of the nature or severity of the student's disability.

Additionally, the district takes steps, including provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities. The support of personal care assistants and teaching assistants have enabled students to be supported at more independent activity levels throughout their school activities (i.e.: assemblies, talent shows, sports and banquets).

The district continues to work with our Intermediate Unit #12 to get technical assistance and training on a variety of topics that will expand our continuum of services. Through our Intermediate Unit #12 we have taken advantage of the SWEBS Positive Behavior Support trainings with teams from each building attending these year- long trainings. Our Intermediate Unit Autistic Support Consult team meets with several individual students' IEP teams monthly to assist in keeping these students in the least restrictive environments and in their neighborhood schools. The district did not meet the SPP targets for LRE, Graduation and Dropout. Our data shows that we did not meet the LRE target, however, all student placements are deemed appropriate by the IEP team. The district has worked hard to return students to the district from more restrictive placements by opening our own Autistic Support classrooms and having students with more supplemental service needs integrated more into the general education environment. Overall, we have fewer students in restrictive environments. In reference to graduation and dropout targets, the district continues to build on school-wide behavior programs and anti-bullying programs in school and on our school buses. Our school teams meet to develop individual student plans to get students to attend school, revise and implement behavior plans, and truancy prevention plans. The social emotional needs of our students are monitored by IEP teams; and there is on-going coordination to facilitate meetings with parents and students to keep them enrolled in school. Barriers such as anxiety, depression, motivation and lack of outside services continue to

impede our graduation and dropout rates. However, the district's counseling and behavior supports continue to address these barriers. Transition activities (preparation for post-graduation) are used to keep students interested in school and their future.

Behavior Support Services

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

The district's Behavior Management Policy is aligned with all provisions of IDEA 2004 and Pa 22 School Code14.133 in which positive, rather than negative, measures form the basis of our behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Training in positive behavior support and de-escalation are provided by our local IU. The district behavior specialist will train staff on CPI Nonviolent Crisis Intervention and Safe Crisis Management. Behavior specialist and special education administration provide training on functional behavior assessments and positive behavior support plans**.**

The district facilitates positive behavior management practices using the 3 Tier systems of SWEBS. Each building has a school-wide positive behavior system with clear expectations, where interventions are planned and positive rather than reactive and punitive. Character Counts and Project Team are district programs where pro-social behaviors are taught directly to individuals and teams of students, they are practiced frequently and routinized so they become automatic. There are multiple opportunities for positive corrective feedback. There is consistent administrator and staff implementation of the school-wide positive behavior system with each building having a behavior committee, consisting of various staff members that review and revise the school-wide plans.

Each teacher must have a universal classroom management system utilizing effective teaching practices with clear rules and procedures posted for all students to see, and increased cues and prompts to learn appropriate social behaviors. Tier 3 includes individual students receiving functional behavior assessments to develop an individualized behavior support plan in which parents are always part of the team. If needed, this plan would include de-escalation techniques (Crisis Prevention Intervention Techniques) and strategies to support students learning how to cope with their needs.

The district contracts with a drug and alcohol prevention specialist that offers on-going training to teachers, administrators, support staff, parents and students in each building. The district welcomes each local behavior health agency into our buildings to supply mobile therapy, behavioral support and Therapeutic Support Staff to our students. The district school counselors assist our families in accessing agency supports. The behavior specialist provides teacher, support staff,

administrators and parents training in de-escalation techniques and is often part of the team that conducts functional behavioral assessments and develops positive behavior support plans across all buildings in the district. The district has contracts to have a school probation officer and police officer on duty daily in our district.

The district has attendance secretaries in place to track attendance for building administration to ensure our students are attending school on a regular basis. Each school has a school-wide behavior system (SWEBS) in place and described in their handbooks. Each school has a trained team to conduct functional behavior assessments and develop positive behavior support plans. The district also uses the Character Counts and Project Team programs to teach and reinforce appropriate behaviors to all students.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The school district has not had difficulty-ensuring FAPE for any one particular disability category; however, students with multiple disabilities and Autism require more of a collaborative effort. The school district works with the Lincoln Intermediate Unit, local agencies, and behavior health agencies (i.e. Children and Youth, MH/MR, probation and CASSP) to ensure FAPE does occur for students with multiple disabilities and Autism. If these resources fail to produce results the district would report the case to PDE's Bureau of Special Education as an Intensive Inter-agency student.

 The LEA has a crucial role in identifying which students require intensive interagency coordination, since these are students whom the school district has determined cannot currently be served in the public educational setting. In addition to assisting school districts with providing appropriate educational programs and placements, the system of intensive interagency coordination also works toward the goal of enhancing the capacity of school district programs so that the needs of students with disabilities can be met in public educational settings in most situations.

The LEA ensures to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities are educated with nondisabled peers, and removal from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with supplementary aids/ services cannot be achieved satisfactorily. The district collaborates to provide services using private educational facilities, district and/or out of district AEDY program, and IU programs when appropriate to provide FAPE to students. The

district provides a continuum of services, across all educational environments, in order to meet student needs. The LEA will continue to develop services in order to ensure a continuum of services for all disability categories, in all environments, to meet the needs of children with disabilities. The LEA will also continue to collaborate with neighboring districts and/or IU programs in order to provide FAPE.

Strengths and Highlights

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

One of the most obvious strengths of the Waynesboro Area School District is our dedicated, highly qualified teachers. Our teachers above and beyond their job descriptions to communicate with parents, agencies, and each other on every student they serve. This close communication facilitates student success. Teachers and parents are informed immediately when students are not progressing as expected. Team problem solving meetings are conducted and changes made to assist in getting the students back on track. The teachers take ownership of the students on their caseloads for all aspects of their lives; social /emotional, academic and physical well-being.

The district has very extensive staff development throughout the school year that focuses on literacy, instruction, behavior management, special education law and technology. Most of our teachers, support staff, administrators, preschool providers, private school staff and some parents participate in some of these workshops. Needs assessments are initiated by surveying staff to arrange for different workshops. We plan workshops around district initiatives and curriculum needs. The district also has many initiatives around which we provide on-going staff development to our teachers during the school year, such as becoming familiar with curriculum designing lessons around the state standards and using the SAS site as a resource. More training is being planned for all staff and/or interested persons in the following categories: autism, least restrictive environment, differentiated instruction, general classroom management, and positive behavior support. Technology tools such as iPads and Chromebooks are being taught to staff and utilized as instructional tools in our classrooms. The district also offers master level cohort classes through Wilson College to those teachers interested in getting their Master's Degree in Education. The classes are provided on sight and emphasis is placed on the district's implementation of education as it relates to the courses of study.

Each year the support teachers develop more building wide programs (Project Team and Peaceful School Bus), which benefit all students and act as a safety net for students at risk. Some examples are Student Assistance Program (SAP) teams, mentor programs, and peer tutoring. More recently, the district has delved into extending resources to address dropout prevention such as revamping attendance policy / procedures to address truancy and meetings held with local Children & Youth agency and local judge to discuss truancy prevention.

The Waynesboro Area School District has been implementing an informal RtII process at the elementary schools for the past eight years and will continue to refine our efforts in this area. The

purpose of this initiative was to give all students the services they need to become grade level readers. We accomplish this by assessing all students K-6 with the STAR and / or AIMSweb reading and math probes and Fountas & Pinnell Assessment approximately three times a year. After each assessment period, grade level teams, including reading specialists, special education teachers, grade level teachers and the building administrator, meet and discuss remedial services to be delivered to each student below grade level on these assessments. At this time, intervention services are also revised to further strengthen skill development. Students may be regrouped to learn new skills, or instruction is diversified to meet individual student needs. Through this plan, Fountas & Pinnell is our core program in grades 1-5. We have many research based intervention programs for students, such as Project Read, Leveled Literacy Instruction, Read Naturally, Boost /Blitz, Soar to Success, and Headsprouts. Every student below grade level receives at least two reading lessons each day, one delivered by the regular classroom teacher and one by a reading teacher or learning support teacher. The STAR and AIMSweb progress monitoring tools are used to help teams determine if students are making the appropriate progress with the assigned intervention. The teams are truly functioning on the "shared responsibility" belief. The district also utilizes Study Island to measure student growth toward proficiency on PSSA assessments in reading, math and science. A literacy night is held two times a year in every Title I building to inform parents of our reading initiatives and provide strategies and materials to assist their children at home.

Our elementary emotional support program is an itinerant model with students being integrated into the regular classroom with support to learn good behaviors from their typical peers. Academic support is given in the emotional support resource room, which can also be used for temporary behavior support. All the students are given a positive behavior support plan based on their individual functional behavior assessment results. The positive attitude of the staff and the tight lines of communication between teachers and parents enable these students to be integrated into the regular education classrooms successfully.

Our elementary learning support supplemental classroom program has a low teacher to student ratio allowing for individual services to our neediest population. The district works closely with outside agencies to ensure these students and their families have all the supports they deserve. There are a large variety of curriculum materials that are research-based and align to the State's alternative standards and meet the very diverse needs of the students. There are also multiple opportunities for these students to be included in community events such as field trips and Special Olympics.

At the secondary level, all of our special education teachers are highly qualified in the different subject areas as well as special education. We are able to offer a full continuum of services from itinerant to full-time along with support from our local Intermediate Unit. With this continuum we meet our students' needs in the least restrictive environment. We are able to use flexible program scheduling between our learning support programs and our emotional support program to truly meet the needs of our students. Our emotional support services include individual counseling, as well as social skills instruction, by our teachers and counselors. Students who need a positive behavior support plan have one developed by their IEP team which always begins with a functional behavior assessment to maximize success of the individual plan.

The district is using AIMSweb probes and charts for progress monitoring of IEP goals aligned to the State standards. The district offers remedial classes and intervention programs for those students not meeting grade level standards (e.g. I Learn, Reading Academy etc.). In addition, the implementation of new technologies including updated laptop computers, IPads, Chromebooks, and smart / interactive boards have improved the services provided to students in the district.

The district has many initiatives for meeting transition needs. The district has a work experience program that includes taking our neediest 11th and 12th grade learning support students into the community five days a week during their independent living skills block to work. The teacher has students practice social skills in the classroom and reviews with students what they need to do at the job site to be successful employees. The 9th and 10th grade learning support students practice social skills in the classroom and students learn independent living skills through hands on cooking and community based instruction. There are a few paid work experience positions our district sponsors to motivate students to stay in school and graduate. During the spring of the student's high school career, the district invites agencies that may assist students once they graduate from high school. We ensure referrals to outside agencies that can offer assistance to the students upon graduation are made. Our teachers line up college contacts and seek work experiences for our students to better prepare them for the transition after school. The district uses work and career software programs with our secondary students to help them determine interest and aptitude for future careers.

Assurances

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The district implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Abraxas Youth Center	Nonresident	Abraxas	27
Abraxas Leadership Development Program	Nonresident	Abraxas	43
Vision Quest	Nonresident	Vision Quest and Waynesboro Area School District	30

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Franklin Learning Center	Special Education Centers	Autistic Support	
Scotland Elementary School	Neighboring school districts	Deaf/Hard of hearing support	
Franklin Learning Center	Special Education Centers	Life Skills Support	11
Franklin Learning Center	Special Education Centers	Multiple Disabilities Support	

Special Education Program Profile

Program Position #1

      Operator: School District

      PROGRAM DETAILS

          Type: Class

          Implementation Date: August 25, 2014

          Reason for the proposed change: caseload changed

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mowrey Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12		1

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: caseload changed

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mowrey Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14		1

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: caseload changed

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mowrey Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9		1

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: caseload changed

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mowrey Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	6 to 8		0.33

Mowrey Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8		0.67

Program Position #5
Operator: School District
PROGRAM DETAILS
Type: Class
Implementation Date: August 25, 2014
Reason for the proposed change: caseload and support changed
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mowrey Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	11	0.9
Mowrey Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7		0.1

Program Position #6
Operator: School District
PROGRAM DETAILS
Type: Class
Implementation Date: August 25, 2014
Reason for the proposed change: caseload and support changed
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mowrey Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 13	11	0.9
Justification: students are serviced in small groups within age ranges							
Mowrey Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11		0.1

Program Position #7

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mowrey Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Students outside of the 3 year age range are not serviced in the same groups.							

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: updated age range and caseload

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mowrey Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 13		1
Justification: IEP team determined placement to be appropriate to meet individual needs							

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: changed age range and caseload

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13		1

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: changed caseload and age range

PROGRAM SEGMENTS

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

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: changed caseload and age range

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 12	11	1
Justification: Students out of age range are not serviced at the same time.							

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: changed caseload and age range

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 13		1
Justification: Students outside of the 3 year age range are not serviced in the same group.							

Program Position #13

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* August 25, 2014
> > *Reason for the proposed change:* changed caseload and age range
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 13	65	1
Justification: Students out of age range are not serviced at the same time.							

Program Position #14

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* August 25, 2014
> > *Reason for the proposed change:* updated support and caseload
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Summitview Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12		0.9
Summitview Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11		0.1

Program Position #15

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* August 25, 2014
> > *Reason for the proposed change:* changed caseload and age range
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Summitview Elementary	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but	Learning Support	7 to 8		0.36

		programs are operated	More Than 20%)				
Summitview Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11		0.64

Justification: Students who are outside of the 3 year age range are not serviced at the same time.

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: caseload and age range changed

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hooverville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 13	15	1

Justification: Students who are outside the age range of 3 years are not serviced at the same time.

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: caseload, support, and age range changed

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hooverville Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	9 to 10		0.6

Justification: Students are low incident and their IEP teams have agreed it is in their best interest to be serviced in their neighborhood schools.

| Hooverville Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Blind or Visually Impaired Support | 9 to 9 | | 0.2 |
| Hooverville Elementary | An Elementary School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Blind or Visually Impaired Support | 7 to 7 | | 0.2 |

Program Position #18

    Operator: School District

    PROGRAM DETAILS

        Type: Class

        Implementation Date: August 25, 2014

        Reason for the proposed change: age range changed

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15		1

Program Position #19

    Operator: School District

    PROGRAM DETAILS

        Type: Class

        Implementation Date: August 25, 2014

        Reason for the proposed change: age range and caseload changed

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14		1

Program Position #20

    Operator: School District

    PROGRAM DETAILS

        Type: Class

        Implementation Date: August 25, 2014

        Reason for the proposed change: age range and caseload updated

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 16		1

Program Position #21

       Operator: School District
       PROGRAM DETAILS
           Type: Class
           Implementation Date: August 25, 2014
           Reason for the proposed change: Caseload, age range, and FTE changed
       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 15		0.5
Waynesboro Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15		0.5

Program Position #22

       Operator: School District
       PROGRAM DETAILS
           Type: Class
           Implementation Date: August 25, 2014
           Reason for the proposed change: caseload, age range, and FTE changed
       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 16	19	1

Program Position #23

       Operator: School District
       PROGRAM DETAILS
           Type: Class
           Implementation Date: August 25, 2014
           Reason for the proposed change: age range and caseload changed
       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	16	1

Program Position #24

    Operator: School District

    PROGRAM DETAILS

        Type: Class

        Implementation Date: August 25, 2014

        Reason for the proposed change: age range and caseload changed

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	16	1

Program Position #25

    Operator: School District

    PROGRAM DETAILS

        Type: Class

        Implementation Date: August 25, 2014

        Reason for the proposed change: support, service, age range, and caseload changed

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro AEDY Strive	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19		0.44
Waynesboro AEDY Strive	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	17 to 18		0.22
Justification: IEP team agrees on placement appropriate for student and approves of age range greater than 4 years in order to meet student needs. Students are not instructionally serviced in the same groups if outside of the 4 year age range.							
Waynesboro AEDY Strive	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 18		0.22
Waynesboro AEDY Strive	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 17		0.12

Program Position #26
        Operator: School District
        PROGRAM DETAILS
            Type: Class
            Implementation Date: August 25, 2014
            Reason for the proposed change: age range and caseload changed
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	21	1

Program Position #27
        Operator: School District
        PROGRAM DETAILS
            Type: Class
            Implementation Date: August 25, 2014
            Reason for the proposed change: Support, age range, and caseload changed
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 20	17	0.89
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 18		0.11

Program Position #28
        Operator: School District
        PROGRAM DETAILS
            Type: Class
            Implementation Date: August 25, 2014
            Reason for the proposed change: age range and caseload changed
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	16	0.7
Waynesboro High School	A Senior High	A building in which General	Supplemental (Less Than 80%	Learning Support	15 to 17		0.3

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	School Building	Education programs are operated	but More Than 20%)				

Justification: Students outside of the 3 year age range are not serviced in the same group.

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: support, age range, and caseload changed

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	15	0.6
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19		0.4

Justification: Students outside of the 3 year age range are not serviced in the same group.

Program Position #30

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: age range and support changed

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18		1

Program Position #31

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: support, age range, and caseload changed

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19		1

Program Position #32

       Operator: School District

       PROGRAM DETAILS

           Type: Class

           Implementation Date: August 25, 2014

           Reason for the proposed change: age range, caseload, and FTE changed

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	18 to 18		0.1
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 18		0.2
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18		0.3
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18		0.4

Program Position #33

       Operator: School District

       PROGRAM DETAILS

           Type: Class

           Implementation Date: August 25, 2014

           Reason for the proposed change: age range and caseload changed

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro High School	A Senior High	A building in which	Supplemental (Less Than 80%	Learning Support	16 to 18		1

	School Building	General Education programs are operated	but More Than 20%)				

Program Position #34

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: Support, age range, FTE, and caseload

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18		0.4
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 16		0.2
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16		0.1
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18		0.3

Program Position #35

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: age range, caseload, and FTE changed

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro High School	A Senior High School Building	A building in which General Education	Itinerant	Speech and Language Support	15 to 19	15	0.25

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
				programs are operated			
Waynesboro Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 15		0.06
Summitview Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	43	0.69
Justification: Students out of age range are not serviced at the same time.							

Program Position #36

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* August 25, 2014
> > *Reason for the proposed change:* changed age range, caseload, and FTE
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hooverville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 11		0.5
Justification: Students are in a low incident classroom where the IEP team has agreed that it is the best placement in order for them to receive their visual services in their neighborhood school. They are service in group at times and individually.							
Waynesboro Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	13 to 14		0.4
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	16 to 16		0.1

Program Position #37

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* August 25, 2014
> > *Reason for the proposed change:* age range, caseload, and FTE
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Waynesboro Middle School	A Middle School Building	A building in which General Education	Itinerant	Speech and Language Support	13 to 17	11	0.17

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		programs are operated					

Program Position #38

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: changed age range, caseload, and FTE

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hooverville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 13	29	0.45
Justification: Students outside of the 3 year age range are not serviced at the same time.							

Program Position #39

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: changed age range, caseload, and FTE

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hooverville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 8		0.17
Mowrey Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 9		0.33
Summitview Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 9		0.33
Waynesboro High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	16 to 16		0.17

Program Position #40

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 25, 2014

Average square feet in regular classrooms: 744 sq. ft.

Square footage of this classroom: 744 sq. ft. (24 feet long x 31 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mowrey Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 14	22	0.34
Justification: Students outside of the 3 year age range are not serviced in the same group.							
Waynesboro Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 16		0.12

Special Education Support Services

Support Service	Location	Teacher FTE
IST	Summitview Elementary	1
IST	Fairview Elementary	1
IST	Mowrey Elementary	1
IST	Hooverville Elementary	0.5
LS teacher assistant	Waynesboro Area Senior High School	1
LS teacher assistant	Waynesboro Area Senior High School	1
LS teacher assistant	Waynesboro Area Senior High School	1
LS teacher assistant	Waynesboro Area Senior High School	1
LS teacher assistant	Waynesboro Area Senior High School	1
LS teacher assistant	Waynesboro Area Senior High School	1
ES teacher assistants	Waynesboro Area Senior High School	2
LS teacher assistant	Waynesboro Area Middle School	1
LS teacher assistant	Waynesboro Area Middle School	1

LS teacher assistant	Waynesboro Area Middle School	1
LS teacher assistant	Waynesboro Area Middle School	1
LS teacher assistant	Waynesboro Area Middle School	1
LS teacher assistant	Waynesboro Area Middle School	1
ES teacher assistant	Waynesboro Area Middle School	1
LS teacher assistant	Mowrey Elementary	1
LS teacher assistant	Mowrey Elementary	1
LS teacher assistant	Mowrey Elementary	1
LS teacher assistant	Mowrey Elementary	1
LS teacher assistant	Mowrey Elementary	1
LS teacher assistant	Mowrey Elementary	1
LS teacher assistant	Fairview Elementary	1
LS teacher assistant	Fairview Elementary	1
ES teacher assistant	Fairview Elementary	1
ES teacher assistant	Fairview Elementary	1
LS teacher assistant	Summitview Elementary	1
LS teacher assistant	Summitview Elementary	1
LS teacher assistant	Hooverville Elementary	1
LS teacher assistant	Hooverville Elementary	1
Personal Care Assistants	Various buildings	8
Psychologist	Various buildings	1
Psychologist	Various buildings	1
Supervisor of Special Education	Various buildings	1
Director of Special Education	Various buildings	1
LS teacher Assistant	Waynesboro Area Senior High School	1
LS teacher assistant	Mowrey Elementary	1
LS teacher assistant	Mowrey Elementary	1
IST	Waynesboro Area Middle School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amount of Time per Week
Occupational Therapist	Intermediate Unit	5 Days
Physical Therapist	Intermediate Unit	2.5 Days
Audiologist	Intermediate Unit	0.5 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	The LEA will provide on-going professional development to professional and paraprofessional staff, parents and community members. Professional development will include autism awareness, differentiated instruction, sensory needs, effective behavior management and classroom adversity.
Person Responsible	Sherri Sullivan
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	20
# of Participants Per Session	30
Provider	Special education administration, teachers and school psychologists.
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

	Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation School Whole Group Presentation Live Webinar Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Portfolio

Behavior Support

Description	LEA will provide on-going professional development to administration, teachers and paraeducators on best practices of effective behavior support systems that includes assessment, planning, intervention, goal-based outcomes and supplementary supports and services.
Person Responsible	Sherri Sullivan
Start Date	7/1/2015
End Date	6/30/2018

Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	16
# of Participants Per Session	30
Provider	Special education administration, school psychologists, contracted support services, and outside agency workshops.
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel

	New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Portfolio

Paraprofessional

Description	LEA will provide ongoing professional development to paraprofessionals to meet student educational and behavioral needs.
Person Responsible	Sherri Sullivan
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	12
# of Participants Per Session	35
Provider	Special education administration and teachers, principals, contracted agency personnel, and outside workshops.
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.

For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Online-Asynchronous Offsite Conferences
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	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of written reports summarizing instructional activity

Reading NCLB #1

Description	The district will provide professional development to ensure all students receive instruction that will result in proficiency on state/district assessments.
Person Responsible	Sherri Sullivan
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	20
# of Participants Per Session	500
Provider	District administration, language art staff, contracted providers, and outside agency workshops.
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team 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 Joint planning period activities Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio

Transition

Description	The LEA will provide ongoing professional development in school-wide practices to build academic, social, and career development skills. Training will include integration of career education and work standards, and self-determination skills for students with disabilities. Focus will be on instructional practices that promote access to the general curriculum while encouraging student independence.
Person Responsible	Sherri Sullivan
Start Date	7/1/2015
End Date	6/30/2018

Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	10
# of Participants Per Session	50
Provider	District administration, special education teachers, contracted agency support services and outside agency workshops.
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel

	Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team 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 Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer