

Greenwood SD

**Special Education Plan Report**

07/01/2016 - 06/30/2019

# District Profile

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## Demographics

405 E Sunbury St  
 Millerstown, PA 17062  
 (717)589-3117  
 Superintendent: Nicholas Guarente  
 Director of Special Education: Barbara Sheaffer

## Planning Committee

Name	Role
Amy Corcelius	Parent : Professional Education Special Education
Angela Ehrhart	High School Teacher - Special Education : Professional Education Special Education
Nicholas Guarente	Administrator : Professional Education Special Education
Laura Keener	Elementary School Teacher - Regular Education : Professional Education Special Education
Jeff Kuhns	Administrator : Professional Education Special Education
Chelsea Nastasi	Middle School Teacher - Regular Education : Professional Education Special Education
Jamie Rickenbach	Ed Specialist - School Psychologist : Professional Education Special Education
Barbara Sheaffer	Administrator : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 122

### *Identification Method*

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

Currently the district utilizes the "discrepancy model" for identification of students with Specific Learning Disabilities. A school psychologist conducts ability and achievement testing as part of the process of identification of a student with a specific learning disability. The guidelines provided by the state for the determination of a Specific Learning Disability are followed by the multidisciplinary team in the determination of a student's eligibility.

### *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 disproportionalities are noted in any disability categories between the Greenwood School District and the state enrollment.

The district enrollment for students identified with intellectual disability (mental retardation) is 9.8% compared to the state enrollment of 6.7%. All students identified with this disability have met state guidelines for the identification.

The district enrollment for students identified with specific learning disabilities is 48.0% compared to the state enrollment of 44.3%. All students with this disability have met state guidelines for the identification.

### *Non-Resident Students Oversight*

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

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

1. Greenwood does not have host school responsibilities since there are no 1306 facilities in the Greenwood School District. As a resident school, Greenwood provides direct payments to the host school districts for providing the educational program. Greenwood also works to stay informed of the educational services being provided to a student eligible for special education who is receiving services through a host district. Greenwood communicates with the host school or intermediate unit providing the services. This communication occurs via phone call and email. Additionally Greenwood offers to have a team member participate in student meetings via phone conference or in person.

2. Greenwood provides evaluation reports, re-evaluation reports and IEP's to the host school district to facilitate a smooth transition of special education programs from the resident district to the host district and to ensure the continued provision of special education supports that match the student's needs. Greenwood also continues to communicate with the host district or intermediate unit regarding changes or updates to programming.

3. There are no 1306 facilities within the Greenwood School District at this time so there are no barriers to serving as a host district. A barrier to serving as a resident district could occur if Greenwood would not receive notification of a student enrolled in a host district. Currently that is not a barrier that the district has encountered.

### *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 Greenwood School District has no correctional institutions within the district boundaries, but if the district did, the district would comply fully with the guidelines of IDEA and Ch. 14 regulations for identifying and servicing all school age students within that institution. The district staff would meet with the institution staff and designate points of contact. A process would then be developed to include screening, referral, evaluation and identification in compliance with the appropriate timelines. Parent involvement would be encouraged and a plan to allow this involvement would be created. The points of contact would review current records and utilize questionnaires and interviews to determine needs. A brochure would be developed to be distributed to the incarcerated persons to make them aware of special education services available. The district would establish a process to provide an ongoing exchange of information with the correctional institutions so that appropriate programming could be developed for students under 21 years of age.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The Greenwood School District strives to service students who receive special education services in the regular education setting to the maximum extent that is appropriate for each student. The regular education setting with supplementary aides and services is the first placement option considered for students with disabilities. A full range of supplementary aides and services along with a continuum of placement options does exist for students. Decisions on placement options are made by the IEP team and are based on a student's present level information and the success of the student with the supplemental aids and services in the regular education setting. More restrictive placements can be considered when a student needs the additional supports in order to be successful in the general education curriculum and to make progress toward goals. IEP teams may also decide that services outside of the regular education classroom may be beneficial for direct instruction in order to make progress toward the alternate curriculum. Supports range from Itinerant to Supplemental to Full-Time levels of supports. The IEP team, including the parent, makes the decisions regarding services for each student. Any placement outside of the district, in a consortium placement or in a private institution, are IEP team decisions. Those decisions are made only when the placement outside the district is required to meet student needs and when other less restrictive placement options have been considered.

Supplementary aides and services utilized within the district include but are not limited to the following.

Examples of collaborative: co-teaching with regular education teachers and special education teachers; co-teaching with instructional aides; trainings in inclusion practices and co-teaching; collaboration between special education teachers and regular education teachers on the use of supplementary aides and services; guided practice and modeling on the use of technology and assistive technology in the classroom; collaboration between the special education teachers and regular education teachers on the use of flexible grouping and blended learning

Examples of instructional: Direct, explicit supplemental instruction in reading using researched based methods; test modifications; accelerated labs to preteach and to review skills and concepts; testing accommodations; providing alternate ways for students to demonstrate learning (presentations, use of technology, etc.); providing curricular goals that are modified; opportunities for additional practice to master skills; repetition and/or restating of directions; oral presentation of

material (articles, texts, tests); large print; alternate computer, chrome book or iPad access.

Examples of physical: preferential seating; specialized seating (exercise balls, seat cushions); alternatives to traditional desk (standing); adaptive equipment -utensils, bowls, writing utensils; structural aids- trays, wheelchair accessibility; standers, wheelchairs, swing; use of sensory tools (stress balls, Velcro, "fidgets")

Examples of social behavioral: Direct instruction in "Just Right Bodies" - what a student should demonstrate with eyes, ears, hands, and feet. Direct instruction in "zones" of activity and helping students determine what level they need to be for the current school task; direct instruction in social skills; use of visual schedules; pre-announcing changes to schedules; use of cooperative learning activities; providing choices; classroom and individual behavior plans; modifications of expectations in the classroom.

## **2. Co-teaching**

One successful strategy in the district to assist with ensuring maximum integration is co-teaching. In the middle and high school, co-teaching classes are offered in the areas of Reading Language Arts/English, math and some sciences. A regular education teacher and a special education support teacher work together to plan and instruct the classes. This occurs in a regular education setting using the regular education curriculum. Supplementary aides and supports are provided in the regular education setting. Co-teaching opportunities have continued to expand in the district. Co-teaching opportunities are present in the middle school/high school for Biology, Earth Science, Pre-Algebra, Algebra I, Algebra II and English classes. Co-teaching opportunities have also expanded to the elementary level in the areas of math and reading/language arts. Instructional aides have also had training in co-teaching and collaborative practices through the CAIU and utilize many of the co-teaching practices in their role in the regular education settings.

### **Accelerated labs**

Accelerated labs are another effective strategy that has been utilized by the district at the elementary, middle and high school levels. Accelerated labs provide an additional period for previewing and reviewing of skills. These accelerated labs are available for many English, reading/language arts and math classes. This additional period of instruction is provided for regular education and special education students who require this extra time for instruction, additional supports, re-teaching opportunities and more assistance work to acquire the necessary skills to be successful in the general education curriculum and meet state/core standards.

### **Smaller structured study halls**

These study halls are also made available for students, both regular education students and those with disabilities, who require a supported environment to complete homework, study for tests, read class material and learn appropriate study skills. These structured study halls have been another way that the Greenwood School District has been able to support the successful inclusion of students with disabilities in the regular education settings.

### **Supplemental instruction**

Some students still require specialized or direction instruction in basic math, reading and writing

skills in grades 6-12. When this direct instruction is required, the district attempts to offer this as a supplemental rather than a replacement class. The student would receive this instruction in addition to, not instead of, participation in the regular education Reading Language Arts/English or math classes. For example if a student is struggling to successfully decode grade level material fluently, supplementary aides and supports will be utilized in the English or Language Arts class in the regular education setting. This would then be paired with direct instruction to continue to teach the specific reading skills that would allow the student to make progress toward deficits in basic reading skills.

The use of technology has increased throughout the district. The district has a “Bring Your Own Device” policy. Additionally the district has computers, iPads and Chromebooks available so that all students may have access to devices. The use of the technology has assisted the district in a focus on universal design for learning. Material and content can be presented in a variety of modalities.

Technology has also served as a tool to assist teachers in assessing and instructing within the practice of flexible grouping and to provide instruction in a blended learning model.

Trainings for district programs and initiatives is provided for parents, teachers and instructional aides through the CAIU, PATTAN and in-house trainings. Web based training and in-house viewing of recorded trainings completed through the CAIU and PATTAN is also used. Web based trainings through the Para-Educator training series at PATTAN allows instructional aides to match trainings to their specific job needs.

3. SSP – Indicator 5. The Greenwood School District met the SPP target for SE inside regular class 80% or more. The SPP target is 62.4%, the state is 62.1% and the Greenwood school district is 76.7%. Due to small N size no data was provided in the most Recent Special Education Data Report (2013-14 school year) for SE Inside the Regular Class Less than 40% or SE in other settings.

Reviewing Greenwood data from that time period, the district was meeting the SPP targets in each of these categories.

Students placed outside the district: Decisions on placement options are made by the IEP team and are based on a student's present level information and the success of the student with the supplemental aids and supports in the regular education setting. More restrictive placements can be considered when a student needs the additional supports in order to be successful and make progress toward goals. All options to provide services in the district are exhausted prior to consideration outside the district. Currently less than 10 students receive services outside of the district, some of which are 1306 residing outside of the district.

### ***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.

Greenwood School District Policy No. 113.1 was reviewed. Detailed information was provided on positive behavior supports and the use of restraints. The following are from sections of the policy

that address each of these areas.

### **Positive Behavior Support**

Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must 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 must be based on a functional assessment of behavior 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.

#### **Positive behavior support plans**

A plan for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual eligible young child's or student's IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

#### **Restraints**

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 the aggressive behavior of an individual student or eligible young child shall cause the school entity to notify the parent of the use of restraint and shall cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

The use of restraints may only be included in a student's or eligible young child's IEP when the following conditions apply:

1. The restraint is utilized with specific component elements of positive behavior support.
2. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
3. Staff are authorized to use the procedure and have received the staff training required.
4. There is a plan in place for eliminating the use of restraint through the application of positive behavior support.



The Greenwood School District will continue to provide support and training for the appropriate staff in the district on the use of Positive Behavior Supports. Professional development opportunities and resources will be provided in conjunction with the Capital Area Intermediate Unit and PATTAN along with other agencies including CASSP, Newport Family Counseling, Children and Youth, CPARC, and Family Based Services. The local consortium of school districts (Greenwood, West Perry, Newport and Susquenita) also provides trainings for parents and staff in various areas of special education, including behavior supports. Safe crisis management training has been provided to appropriate staff and will continue to be supported. Training in de-escalation techniques will continue to be a focus of this training. School wide positive behavior supports continue to be updated and reviewed with the faculty, staff and parents.

The Greenwood School District works cooperatively with Newport Family Counseling to provide on-site services. This opportunity allows students and families to access services and meet with a therapist from Newport Family Counseling at the Greenwood Elementary Building. On site counseling helps to eliminate barriers such as transportation to off-site counseling or disruption caused by missing school for counseling sessions.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

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

1. The Greenwood School District has not been having difficulty ensuring FAPE for any particular disability category in the district. If the district were faced with difficulties locating an appropriate educational placement for students, the district would work to collaborate with the I.U. interagency coordinator as well as with local community child-serving agencies such as local Mental Health/Intellectual and Developmental Disability offices, Perry County Children and Youth, Probation, Child and Adolescent Service System Program (CASSP) and Vocational Rehabilitation. The district would also consider requesting an interagency meeting, possibly through CASSP. This meeting would include all involved parties, including the family. When needed, the assistance of the Regional Interagency Coordinator at PATTAN would also be requested.

2. For hard to place students, the district utilizes the resources within the Perry County consortium and the Intermediate Unite to explore available placements and options. The Perry County consortium schools have provided a range of services to meet the needs of students with intensive needs in the areas of autism or emotional disturbance. The district works with the various mental health agencies to collaborate and provide a coordination of educational services and mental health services. For some hard to place students, the district has had to utilized services through the

Capital Area IU. For students with significant behavior or emotional needs, the district has used Hill Top Academy (CAIU), Capital Academy and New Story - Selinsgrove.

3. Life skills support has been added as an in-district support at the middle school/high school levels. In-district life skills support is planned for the elementary level with in the life of this plan. The district does not currently plan additional expansion for the continuum of services within the district for hard to Place students during the life of this plan. The district is aware of the expansions of the continuum of services that are being planned by consortium districts to allow the service of these students in neighboring districts.

### *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.

#### **Co-teaching, Collaborative Practices, Accelerated Labs to support LRE**

Co-teaching has been an effective strategy in providing supports to students in the regular education setting. Co-teaching settings have been established throughout the elementary and middle/high school levels for reading language arts/English, math and science classes. The teachers utilize flexible grouping to meet the individual needs of all the students. Instructional aides have been trained in co-teaching and collaborative practices. The instructional aides provide supports to teachers and students through the use of these methods.

Accelerated Labs for students who are struggling to achieve state standards are present at the elementary and middle/high school levels for reading language arts/English and math.

These supplemental periods of instruction have been a way to reinforce and preview skills presented during core instruction. Teachers have reported increased student participation in activities and discussions during the reading and math classes along with a growth in skill acquisition and application. Another way that the district has assisted students to be successful in the general education curriculum is to provide the opportunity for smaller, structured study halls in the middle and high schools. During the study halls, students can receive assistance in learning strategies to improve executive functioning skills, with homework completion, organizational skills, studying for tests, reading of classroom texts and direct instruction in study skills.

Continued training in the practices of co-teaching and collaborative practices are being planned to support teachers, related services providers and paraprofessionals as they work together in the regular education settings. Resources for these trainings include in-district trainers, consultants and trainings through the CAIU and PATTAN. Flexible grouping and blended learning have been increasing in use in the district. Co-teaching opportunities have supported these initiatives.

#### **Educational Programming, Staff Development & Special Initiatives**

The Greenwood School District utilizes the general education curriculum with the students who receive special education services. As part of the regular education reading/language arts curriculum the district utilizes Foundations, a multi-sensory structured language program of word

study for grade K-3. This provides a continuum of programs for word study that align with the supplemental programs of Wilson Reading, Just Words and Wilson Fluency. In addition to the other high quality regular education programs, research based programs are used to supplement the general education curriculum. Some of the research based programs utilized in the district to supplement the regular education curriculum include: Wilson Reading System, Wilson Fluency, Just Words, REWARDS Reading, Read Naturally, Six Minute Fluency Drills, Edmark reading, and Project Read/Language Circle programs. The district also uses a web based curriculum, the Unique Learning System to provide standards based curriculum for students with significant disabilities at the elementary, middle school and high school levels. The program provides functional reading and math lessons that align with the alternate state standards. Science and social studies lessons also incorporate the use of the math and reading skills.

Teachers and instructional aides in the district who utilize the Wilson Reding, Just Words and Foundations programs have received certification and/or training to utilize these programs. Ongoing staff development is provided with the research based programs. Additional training is provided on research proven instructional and curricular strategies. The school districts in the Capital Area Intermediate Unit have implemented the Learning Focused Schools initiative. Essential questions, vocabulary development, flexible grouping, acceleration labs, previewing, curriculum mapping/prioritizing, graphic organizers and differentiated assignments are some areas of focus for this initiative. Teams of teachers and administrators have been trained in each building. The faculty in the elementary and the middle/high school buildings have received Learning Focused Schools training. Monitoring and feedback on the use of the strategies is reviewed at faculty meetings and focus groups.

The district continues to follow the instructional framework of Universal Design for Learning (UDL). The district strives to use this model to provide students with multiple means of representation, multiple means of expression to demonstrate what they know and multiple means of engagement to tap into learners' interest. Staff has attended trainings through CAIU and PATTAN in UDL. The district technology initiative has been keys in promoting the use of flexible grouping and blended learning. The district has utilized the Assistive Technology team approach facilitated by the CAIU to asses, pilot and develop plans for assistive technology. Technology has been a tool used district wide to assist with UDL. After participating in the iPad pilot project with the CAIU, the district continued the use of iPads as an integral learning tool at the elementary and middle school levels and in the life skills classroom. Chrome books area utilized in the elementary, middle and high school levels. In addition to the technology provided by the district, a "Bring Your Own Technology" (BYOT) policy is in place in the district. Bookshare and on-line learning opportunities (Capital Area On-Line Learning Academy, AP courses, on line courses through local colleges) are additional resources used by the district.

Ongoing trainings in autism, inclusion, co-teaching, behavior (positive behavior supports, de-escalation techniques, and functional behavior assessments) have been also been conducted in the district. The trainings have occurred through in-district trainings and attendance by staff at PATTAN and Intermediate Unit trainings. The train the trainer model is utilized with turn-around trainings for additional staff in the district. Additional trainings in these areas will be a continued focus for the district.

In addition to the staff in the district, Greenwood Elementary has an active group of parents who

volunteer in the school to assist with projects, prepare materials, and assist students in practice and review activities with direction from the teachers.

Another source of student support is the "PAL" program in which elementary teachers supervise high school students who serve in a mentor role for elementary students. The high school students may assist with homework, review or practice skills, or model appropriate social skills in game/recess situations. The high school students come to the elementary during study halls one or two days out of the six day cycle.

The STAR assessment has been a tool to benchmark and progress monitor student performance and growth at the elementary and middle school levels. The tool has also been used for some of the high school students. This on-line assessment has provided data for teachers on student skill levels and has allowed teachers to focus future instruction on individual student needs.

### **Secondary Transition**

The Greenwood School District has had teams participate regularly in Transition trainings hosted by PATTAN and the CAIU. The transition coordinator has been actively implementing the strategies and suggestions from the training. Representatives from the Office of Vocational Rehabilitation, TechBridge and Mental Health/Intellectual & Developmental Disabilities (MH.IDD) are invited, with parent permission, to attend IEP meetings and share with parents the information and opportunities available through their organizations. The representatives also assist the transition coordinator with providing appropriate transition services and activities for the students. TechBridge and OVR have come on-site to meet with students during study halls. Students who are signed up for the agency assistance are able to meet during study halls for evaluation and assistance with transition activities. OVR early outreach seminars are provided multiple times a year to students in grades 9 and 10.

The transition coordinator has accompanied students to HACC college awareness activities, assisted with gaining information on colleges or trade schools of interest, and set up job shadowing opportunities.

The website [pacareerzone.com](http://pacareerzone.com) has been a useful tool Greenwood School District used to assist students in identifying areas of career interest. This interactive site sponsored by the Pennsylvania Department of Education has been a resource for assessment, career exploration and the teaching of budgeting skills. The assessment portion of the site provides surveys to find jobs based on personality, interests and work values.

PA Secondary Transition Guide website (<http://www.secondarytransition.org>) is a new tool that the district has begun to use to help students and their families become aware of and connect with resources and agencies to assist with achieving their post-secondary goals.

The Greenwood School District has a dynamic school to career program for students in elementary through high school. Interest surveys, career awareness information, career inventories, career fairs, guest speakers, career research, instruction in completing job applications and job seeking skills, resume writing and job interview skills are some of the activities included in the process. The program cumulates with a project in which students write a resume, complete a job application, and participate in a simulated job interview with teachers, business leaders and other community members.

### **Counseling**

Guidance counselors are available in the elementary and middle/high school buildings for students who need opportunities to discuss concerns privately. The school psychologist can also provide counseling.

In addition to counseling provided by district staff, the district offers an on-site counseling option for an outside agency to provide counseling within the district. Newport Counseling works with approved students during the school day in a district provided room. This service has been an excellent resource to eliminate many of the barriers of transportation and time issues that parents have expressed with being able to gain access to counseling for their children.

Additional counseling is offered on-site through community agencies to address needs and provide supports for students dealing with sexual abuse, teen pregnancy, etc. The school district works with the agencies and families to assist in the coordination of these services.

### **CASSP Elementary School Based Program**

Cumberland-Perry Counties Child and Adolescent Service System Program (CASSP) offers an elementary school based program to assist and guide families with elementary school-aged children by providing information, referral, and additional supportive services to parents or guardians. A social worker from CASSP works in the district approximately one day per week to help families connect to community resources and navigate the mental health system.

### **Parent Involvement & Parent Trainings**

Parent involvement is a valuable asset to the district in the education of our students. Trainings are offered throughout the year in conjunction with the Title I programs and the PTO. Trainings are also offered at Open House and Kindergarten Registration. Ensuring involvement in the MDE/IEP process is a priority for the district. Parents are contacted by letter, phone and email about upcoming meetings. Additional meetings are scheduled with parents individually to provide training and information upon request. A brochure is made available to parents explaining the special education process and to provide contacts for additional information. Parents are given information on upcoming conferences in the regional area that are open to parents.

Parent trainings have been an area of focus for the district. An in-district parent training is held in conjunction with Title I. Focuses of this training include study skills, learning styles, homework problems and tips for studying. Greenwood has also worked cooperatively with neighboring school districts in the Perry County Consortium to offer parents trainings. These trainings are offered in the evenings throughout the school year. Additional trainings at Greenwood have also been added during the school day and in the evenings. Some of the topics have included de-escalation strategies, FAQ on procedural safeguards, literacy, related services, autism, behavioral supports, organizational tips and homework, improving reading skills, transition planning, behavior contracts and helpful websites.

# Assurances

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## 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
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Susquenita School District	Neighboring School Districts	Emotional Support	*
Newport School District	Neighboring School Districts	Emotional Support	*
Capital Academy	Approved Private Schools	Emotional Support	*
New Story	Approved Private Schools	Emotional Support	*

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* July 1, 2016

*Reason for the proposed change:* Change is due to more students in MS/HS requiring speech/language services.

*Public review assurance:* Yes, the public has been given the opportunity to review and comment on this caseload variance

*Supporting Documentation:*

1. Staff has a caseload that meets the Ch.14 caseload guidelines for number of students.
2. Students who exceed the age range will not be services in the same instructional group.
3. Notice of this is posted to the district website, March 2016.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	40	0.7
Justification: The speech clinician only sees students in age appropriate groups.							
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	12	0.2
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 18	3	0.1

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

Type: Class

Implementation Date: July 11, 2016

Reason for the proposed change: Update numbers anticipated for start of 2016-17 school year.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 10	9	0.5
Justification: Multiple grade levels are served by the teacher. There would not be an age range greater than 3 years within any group.							
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	3	0.2
Justification: Multiple grade levels are served by the teacher. There would not be an age range greater than 3 years within any group.							
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 10	1	0.3
Justification: Multiple grade levels are served by the teacher. There would not be an age range greater than 3 years within any group.							

**Program Position #3**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: July 11, 2016

Reason for the proposed change: Update with anticipated student numbers for start of 2016-17 school year.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 12	16	0.6
Justification: Multiple grade levels are served by the teacher. There would not be an age range greater than 3 years within any group.							
Greenwood 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 12	2	0.2



Justification: Multiple grade levels are served by the teacher. There would not be an age range greater than 3 years within any group.							
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 12	1	0.2
Justification: Multiple grade levels are not served in the same group.							

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2016*Reason for the proposed change:* Recent students moving in to district and students returning to district from out of district consortium settings.*Public review assurance:* Yes, the public has been given the opportunity to review and comment on this caseload variance*Supporting Documentation:*

1. Staff meets highly qualified status to provide the services outlined in each student's IEP.
2. Transition of student services to a greater number needing Life Skills Support rather than Learning Support.
3. Special education plan is posted on line for public review beginning in March 2016.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Greenwood Elem	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	2	0.2
Justification: Multiple grade levels are served by the teacher. There would not be an age range greater than 3 years within any group.							
Greenwood Elem	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 12	2	0.1
Justification: Multiple grade levels are served by the teacher. There would not be an age range greater than 3 years within any group.							
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 12	1	0.2
Justification: Multiple grade levels are served by the teacher. There would not be an age range greater than 3 years within any group.							
Greenwood Elementary School	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	7	0.5

		programs are operated					
Justification: Age of students would not exceed three years in an instructional group.							

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 11, 2016*Reason for the proposed change:* Update numbers anticipated for start of 2016-17 school year.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 15	14	0.7
Justification: Multiple grade levels are served by the teacher. There would not be an age range greater than 3 years within any group.							
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 15	1	0.1
Justification: Multiple grade levels are served by the teacher. There would not be an age range greater than 3 years within any group.							
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 16	3	0.2
Justification: Currently there are no students who exceed this age range, but if a student moved into the district who required Life Skills support, the student might be on this teacher's case management list. The students who exceeded the age range would not be in the class at the same time or would be in different groups in class if they were there at the same time.							

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2016*Reason for the proposed change:* Students moving in to district.*Public review assurance:* Yes, the public has been given the opportunity to review and comment on this caseload variance*Supporting Documentation:*

1. Teacher is highly qualified to instruct this age group.
2. Instructional groups do not exceed age range.

3. Special education plan is posted on-line on Greenwood SD website for public review. Comments may be presented to district office or directly to special education coordinator.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 17	12	0.7
Justification: Students who exceed age range are not serviced in same instructional group.							
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 17	2	0.2
Justification: Students who exceed age range are not serviced in same instructional group.							
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 17	1	0.1
Justification: Students who exceed age range are not serviced in same instructional group.							

#### Program Position #7

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* August 24, 2016

*Reason for the proposed change:* Increase age range to allow focus for this teacher on students identified with needs in the area of math from 7th grade through high school. Staff is also highly qualified in math.

*Public review assurance:* Yes, the public has been given the opportunity to review and comment on this caseload variance

*Supporting Documentation:*

1. Staff is highly qualified for the supports listed.
2. Students who exceed the age range are not instructed in the same instructional group.
3. Notice is pasted on line as of March 2016. Comments may be made to the district office or directly to the special education coordinator.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs	Itinerant	Learning Support	12 to 19	12	0.8

		are operated					
Justification: Multiple grade levels are served by the teacher. There would not be an age range greater than 3 years within any group.							
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 19	2	0.2
Justification: Multiple grade levels are served by the teacher. There would not be an age range greater than 3 years within any group.							

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 11, 2016*Reason for the proposed change:* Update with anticipated numbers for the start of the 2016-17 school year.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 20	12	0.4
Justification: Multiple grade levels are served by the teacher. There would not be an age range greater than 3 years within any instructional group.							
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 20	1	0.1
Justification: Multiple grade levels are served by the teacher. there would not be an age range greater than 3 years within any instructional group.							
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 20	1	0.1
Justification: Multiple grade levels are served by the teacher. there would not be an age range greater than 3 years within any instructional group.							
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 20	1	0.1

Justification: Multiple grade levels are served by the teacher. there would not be an age range greater than 3 years within any instructional group.							
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 20	1	0.3
Justification: Multiple grade levels are served by the teacher. there would not be an age range greater than 3 years within any instructional group.							

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 11, 2016*Average square feet in regular classrooms:* 720 sq. ft.*Square footage of this classroom:* 720 sq. ft. (30 feet long x 24 feet wide)*Reason for the proposed change:* Update with anticipated student ages for the start of the 2016-17 school year.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Greenwood Elem	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Deaf and Hearing Impaired Support	8 to 11	1	0.5
Greenwood Elem	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	8 to 11	2	0.5

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 660 sq. ft.*Square footage of this classroom:* 660 sq. ft. (30 feet long x 22 feet wide)*Reason for the proposed change:* Correct misspelling of Greenwood.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 19	9	1

Justification: Students with age range greater than 4 will not be together for instructional purposes.
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### Special Education Support Services

Support Service	Location	Teacher FTE
Psychologist	Greenwood Elementary, Middle and High School	0.5
Paraprofessionals	Greenwood Elem	9
Paraprofessionals	Greenwood MS/HS	6.22
Special Education Coordinator	Greenwood School District	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Intermediate Unit	1 Days
Therabilities Inc. (Occupational Therapy)	Outside Contractor	2 Days
Audiology	Intermediate Unit	20 Minutes
Psychological Services	Outside Contractor	0.5 Days
Vision Services	Intermediate Unit	1.15 Hours
DHH services	Intermediate Unit	1.2 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Provide training to staff (including teachers and instructional aides) and parents on updated research, strategies, instructional practices and resources in the area of Autism.
<b>Person Responsible</b>	Special Education Coordinator
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/3/2019
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	15
<b>Provider</b>	Special Education Coordinator and Capital Area I.U.
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Participants will learn about common characteristics of students identified with Autism, methods of instruction and strategies. Participants will gain additional information of the inclusion of students with autism in the LRE.
<b>Research &amp; Best Practices Base</b>	Participants will gain information about most recent research through articles and publications in the area of Autism. Sources for research and best practices will include staff and resources through the CAIU and PATTAN as well as the annual Autism Conference (PSU).
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking</b>	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.

<b>leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Department Focused Presentation Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Participant survey Workshop Evaluations

## Behavior Support

<b>Description</b>	Continue to provide training on the use of school wide positive behavior supports and de-escalation techniques. Safe Crisis Management trainings/re-certifications will be provided by a certified in-district trainer. On site training will be provided to special education teachers, regular education teachers, administrators, paraprofessionals and offered to parents on the used of positive behavior supports and de-escalation strategies.
<b>Person Responsible</b>	Special Education Coordinator
<b>Start Date</b>	7/16/2016
<b>End Date</b>	6/20/2019



<b>Program Area(s)</b>	Special Education
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### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	10
<b>Provider</b>	Neighboring School District trainer and the CAIU
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Increase understanding and application of school wide behavior supports and de-escalation strategies.
<b>Research &amp; Best Practices Base</b>	Resources for research and best practice will be obtained through certified trainers, CAIU and PATTAN.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p>

	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Portfolio

## Paraprofessional

<b>Description</b>	A minimum of twenty hours of training per year, related to the assigned duties of paraprofessionals will be offered. Much of the training is included in their contracted work days. Paraprofessionals are provided the opportunity to obtain training on topics that directly relate to their jobs. These topics will include: Autism, reading (word study, decoding, comprehension strategies), technology, Universal Design for Learning, positive behavior supports/de-escalations strategies, transition/school to career, FERPA/HIPPA, Special Education updates and regulations, co-teaching/collaborative practices, inclusion and progress monitoring, life skills, deaf/blind. Paraprofessionals will keep a log of hours for each training and will turn in the log to the special education coordinator at the end of each school year. Trainings will be a combination of on-site trainings and on-line trainings. On-line trainings will focus on the Paraeducator training series offered through PATTAN.
<b>Person Responsible</b>	Special Education Coordinator
<b>Start Date</b>	7/12/2016
<b>End Date</b>	6/11/2019
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	11
<b># of Participants Per Session</b>	14
<b>Provider</b>	Special Education Coordinator and CAIU trainers

<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Provide updated information on a variety of topics including, but not limited to: Autism, reading (word study, decoding, comprehension strategies), StepWise - curriculum modifications, SAS website/standards, assistive technology, Universal Design for Learning, positive behavior supports/de-escalations strategies, transition/school to career, FERPA/HIPPA, Special Education updates and regulations, co-teaching/collaborative practices, inclusion and progress monitoring.
<b>Research &amp; Best Practices Base</b>	PDE, PaTTAN and the CAIU provide resources for research and best practice which serve as the basis of these trainings.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>

	High (grades 9-12)
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Workshop evaluations</p>
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

### Reading NCLB #1

<b>Description</b>	<p>Provide yearly review and training in K-3 word study program (Foundations) that has been adopted by the district as part of the continuum of programs for multisensory structured language instruction.</p> <p>Additional literacy trainings will include a focus on comprehension strategies, fluency, vocabulary instruction, differentiation of text, close reading and reading/writing across the curriculum.</p>
<b>Person Responsible</b>	In district trainer for Wilson Reading
<b>Start Date</b>	8/12/2016
<b>End Date</b>	6/28/2019
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	5.5
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	8
<b>Provider</b>	In district trainer certified through Wilson Language Training
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Increase participants knowledge of strategies for word study instruction including - phonics, phonemic awareness, application of decoding and encoding skills to multisyllabic words, prefixes, suffixes and roots, vocabulary, fluency and comprehension strategies. Include use of progress monitoring tools

<b>Research &amp; Best Practices Base</b>	Best practices follow current reading research through What Works Clearinghouse, Florida Center for Reading Research, National Reading Panel Research and other research and best practice sources such as the CAIU, PaTTAN and PDE.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p>
<b>Follow-up Activities</b>	<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>Lesson modeling with mentoring</p> <p>Coaching</p>
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom

	<p>environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>
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## Transition

<b>Description</b>	The transition coordinator, special education coordinator and other MS/HS teachers will participate in trainings provided by PATTAN and the CAIU in areas that promote transition activities. The district will then develop transition plans in the students' IEP's that provide meaningful transition services. This continued training in transition and school to career activities is also part of the district focus to continually improve graduation rates and decrease drop out rates.
<b>Person Responsible</b>	Special Education Coordinator
<b>Start Date</b>	8/22/2016
<b>End Date</b>	6/18/2019
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	4
<b>Provider</b>	IU or PaTTAN
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Increase knowledge in the development of transition plans, transition assessments, resources and agencies to assist with the transition process and strategies for student engagement that will increase graduation rates and decrease drop-out rates.
<b>Research &amp; Best Practices Base</b>	Research and best practices will be based on resources and staff from PDE, PaTTAN and the CAIU.
<b>For classroom teachers, school counselors and education specialists</b>	<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</p>

	community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Other educational specialists</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<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>Workshop evaluations</p>
<b>Evaluation Methods</b>	<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>Portfolio</p> <p>Review of graduation and drop-out rates, review of post-secondary survey information</p>

# Special Education Affirmations

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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*

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*Board President*



*No signature has been provided*

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*Superintendent/Chief Executive Officer*