

Rochester Area SD

**Special Education Plan Report**

07/01/2016 - 06/30/2019

# District Profile

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## Demographics

540 Reno St  
 Rochester, PA 15074  
 (724)775-7500  
 Superintendent: Jane Bovalino  
 Director of Special Education: Nick Long

## Planning Committee

Name	Role
Marian Acon	Board Member : Professional Education Special Education
Becky Antithomas	Parent : Professional Education Special Education
Jane Bovalino	Administrator : Professional Education Special Education
Isaac Dixon	Elementary School Teacher - Regular Education : Professional Education Special Education
Sharmane Fuller	Special Education Secretary/ACCESS Data Leader : Professional Education Special Education
Nicholas Long	Special Education Director/Specialist : Professional Education Special Education
Jen Milne	Middle School Teacher - Special Education : Professional Education Special Education
Caryn Morrow	High School Teacher - Regular Education : Special Education
Katrina Smith	Ed Specialist - School Psychologist : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 180

### *Identification Method*

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

The district uses the discrepancy model to identify students with learning disabilities. A severe discrepancy between intellectual or cognitive abilities and academic skills in one of the eight academic domains identified by IDEA legislation is one of the key diagnostic indicators utilized. Additionally, even when a discrepancy exists, academic achievement must be considered to be below the level that would be expected for the student's age and grade level. Finally, the diagnostic process requires the "ruling out" of exclusionary factors that must be judged as not being the primary reason for the student's below average achievement (cultural or language factors, economic disadvantage, sensory issues (vision and hearing), motor disabilities, or emotional or intellectual disabilities). The District uses assessment tools that are appropriate to the student's referral questions and suspected disability and will cover all areas of suspected disability. In addition to standardized tests other forms of assessment may also include the review of student products or outside evaluations provided by the parent, curriculum-based assessment, classroom observations, and the social-emotional assessments and rating scales.

Rochester School District reviews the following criteria when determining if a student is eligible for special education as a result of a specific learning disability. (1) Does the student achieve adequately for his/her age or meet state approved grade level standards in one or more of the following areas when provided with scientifically based instruction: listening comprehension, oral expression, written expression, basic reading skill, reading fluency skill, reading comprehension, math calculation, and math problem solving. (2) If the student is performing below age and/or grade expectancy it must not be primarily due to one of the exclusionary factors listed previously. (3) Finally, the student must demonstrate actual performance in the classroom that is below average for his/her age or grade in the area identified and must demonstrate a need for special education supports and services in order to make the expected progress.

In addition, the district conducts bi-monthly Instructional Support Team (IST) meetings to gain information on how to assist students. When this process does not result in the student making the expected academic gains after substantial academic interventions, a referral for comprehensive evaluation is considered which can clarify the student's cognitive strengths, weaknesses, and academic skills in more detail and provide direction for appropriate supports and interventions.

## *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>

The district meets the state's race/ethnicity proportionality. The LEA percentage for Black or African American students in the district is at 24.4% while students who are Black/African American in special education is at 24.4%. The LEA percentage for students who are white is at 72.5% while students who are white in special education is at 73.8%.

The LEA is disproportionate to the state in the following categories: Special Education enrollment, students in outside placements, students who are speech or language impaired and Intellectually disabled.

The Contingent Action Sequence includes the following:

\*Provide a greater continuum of services across disability categories in grades K-12. The Life Skills classroom that services students with intellectual disabilities and students diagnosed with autism and/or related disabilities participate in the Autism Initiative through PaTTAN.

\*The District hosts the IU 27 Autistic Support Classroom in the Junior High to provide life skills services for students with intellectual disabilities and with spectrum diagnoses or related disabilities.

\*The District will continue to implement the Instructional Support Team process to utilize effective based practices in intervention, prevention, and enrichment.

\*The District is collaborating with the local pre-school (Tiny Tots) through the Community Innovation Grant which will provide families with resources for early intervention services, pre-school/childcare, kindergarten registration, child growth and development as well as information of our district, food/clothing/housing assistance, family/community events and community resources.

\*Collaboration with Western Pennsylvania Psych Care called "Positive Steps", a school-based behavioral health program. This services will bring mental health treatment to our students within the school setting.

## *Non-Resident Students Oversight*

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

1. The Rochester Area School District is the host district for Passavant Memorial Homes and meets its obligations under 1306 as the host location by providing all needed services and supports to students with disabilities placed in that facility to include IEP management and implementation, evaluations, and progress monitoring through district programs or in outside placements.
2. The district representative acts as the LEA in each of the placement/evaluation and IEP meetings to ensure that all needed supports and services are provided and FAPE is delivered to the students. The LEA communicates with appropriate staff and family members outside of the district to ensure each student receives FAPE.
3. At this time the District continues to meet its obligations under section 1306 of the Public School Code.

### *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).

Rochester Area School District provides FAPE to all eligible students residing in the district, including those students who may also be incarcerated. The district maintains ongoing contact and works collaboratively with the Hopewell Area School District to ensure the transferring of records through IEP Writer. We also provide input and recommendations and are included on the IEP Team to ensure that IEP's that are developed will meet the educational needs for those incarcerated students whose parents reside in our district.

At this time, there is (1) incarcerated student within the boundaries of the District.

### *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.

The District makes every attempt to include students with disabilities in the general education classroom curriculum with supplementary aids and services. Service delivery begins in the general education classroom and the IEP team's determination of the LRE. As of the **2012 -2012** school year ( **79.2 %**

), **2013-2014**

(**66.2%**)

and **2014 - 2015 (66.2%)**

of identified students were in the regular education classroom at least 80% or higher. The **state's goal is (65%)**

for students inside the regular classroom setting 80% or more. We have successfully met the state target for this goal the past several years.

The District utilizes procedures that ensure students in grades K-12 to support participation in the curriculum and classroom in the LRE. Procedures used are Instructional Support Teams in grades K-8 that utilized benchmark assessments, and effective based curriculum interventions to support progress in the LRE.

Students with disabilities are encouraged to participate in extra - curricular activities such as, band , sports, school plays, chorus and clubs. Also the District provides updates to staff regarding LRE, Inclusive Practices and the implications of the Gaskins Settlement. The district participates in Interscholastic Unified Sports. This program creates an opportunity for people without intellectual disabilities to join in the sports experience by playing on a team with athletes with intellectual disabilities.

The K-8 Guidance Counselor and Emotional Support Teacher provide intervention and instruction over three tiers in character education, social skills instruction, anger management, and communication skills for all students in grades K-5. The RASD anticipates continuing tier instruction reflective to student needs from several sources of data. Data will be collected based on SAP referrals, discipline records, grade reports, and listed disabilities.

The district has been trained by IU #27 TaC Staff for implementation in school wide positive behavior. The teams have created plans, conducted trailings, created a budget, and created a school wide plan. Students in grades k-6 have tiered the students based on discipline referrals, disabilities, sap referrals, and listed disabilities. Staff tiered students to cohesively unite school wide positive behavior implementation and emotional support services. The district plans on continuing with additions of tier 2 and 3 support for the 2016-2017

In grades K-12 the special education staff co taught in all content areas, and seven para educators were staffed in the inclusive setting to support progress in the LRE.

The current existing services for the 2015-2016 school year are half time emotional support services K-12, K-8 life skills (students diagnosed with autism and related developmental disabilities are services in this model), K-12 learning support services, and transition services. All service models support itinerant, supplemental, and full time support with the exception of emotional support only supporting itinerant and supplemental students (no students qualified for our full time services in the building, and the emotional support staff is split between two buildings/half time).

Transition Services:

The district transition coordinator works closely and has partnerships with Community Alternatives, BCRC, BCCTC, Job Training, OVR, Big Brothers-Big Sisters, Job Corp, and holds monthly community based instruction opportunities for all students in the secondary campus.

Supplementary aids and services:

- Transportation and community based instruction
- Modified schedule
- Job training/coaching
- Modified assignments relating to transition goals
- Scheduled consultation
- Peer and adult tutors

Speech and Language:

The District has a Speech and Language Pathologist on staff that provides speech and language services for all students who qualify in grades K-12. The Speech and Language Pathologists is responsible currently and in upcoming years for evaluating students referred for services, and is responsible for designing services to support students in the LRE.

Supplementary aids and services:

- Use of tape recorder
- Read or tape record instructions to the student
- Preferential seating
- Large print text
- Scheduled consultation
- Scheduled collaboration amongst staff

Guidance Counselor:

The District has two full time Guidance Counselors and one part time Counselor servicing students in the regular education and pull out settings. In grades K-6 the Elementary Guidance Counselor provides tier 1 instruction in the regular education setting in character education. The Elementary Guidance Counselor also provides counseling services to grades K-8 in the regular education and pull out settings. The Guidance Counselor in grades 9-12th support LRE in creating and coordinating supports for all settings, and providing counseling services in the pull out setting.

Supplementary services and aids:

- Scheduled collaboration and consultation

- Frequent reminder of rules and expectations
- Scheduled counseling sessions
- Character education direct instruction
- Small group instruction

### Outside Placement

The IEP team determines what type of placement is most appropriate in supporting students in the LRE to make progress on IEP goals and common core standards. The District partners with the following outside agencies currently, and anticipates continuing positive collaboration; Watson Institute, New Horizon, Glade Run Lutheran Services; The School ast McGuire Memorial, Wesley Spectrum Academy, Signore at Class Academy, and Holy Family.

### Early Intervention

The LEA attends early intervention meetings to plan for the least restrictive environment when these students enter the district. The District is collaborating with a local pre-school in efforts to apply for a pre-k grant in the hopes to provide early intervention within the district, to provide effective based interventions, and to develop relationships with families prior to kindergarten/school age.

When a student is not progressing towards IEP goals, school personnel, regular and special education teachers, the LEA, guidance counselor, principal and parents meet to identify if additional services or supports are needed. If necessary the school psychologist may conduct a reevaluation to determine if additional special education services are needed prior to a change in placement. Students with disabilities are encouraged to participate in extra curricular activities such as band, sports, school plays, chorus and clubs.

In addition, the District provides training and updates staff regarding LRE, inclusive practices and the implications of the Gaskins Settlement.

Positive Behavior Support training opportunities will be available to building administrators, regular and special education teachers, paras and parents. Positive Behavior Support Implementation helps with effective school and schooling processes to maximize the academic and social/emotional/behaviorial progress and achievement of all students. Positive Behavior Supports will introduce students to specific strategies for self regulation of their own behaviors and the resiliency model which includes (opportunities to participate meaningfully) to connect skills for life and clear boundaries.

### **Co-Teaching –**

Co-Teaching is the collaboration between two or more professionals who share responsibilities of all students assigned to a classroom. Both teachers work together by sharing planning, presentation, evaluation and classroom management duties in order to develop differentiated curriculum that meets the needs of a diverse population of students. The coteaching model promotes the principles of inclusion and collaborative practices among teachers. Co-Teaching benefits to students include the following: access to general education curriculum and both regular and special education

teachers, increase individualized instruction, reduces social stigma associated with the pull out model, positive effects on self esteem, enhance academic performance.

Additional supplementary aids and services are also provided to ensure that students with disabilities are educated with nondisabled children to the maximum extent appropriate to be successful in the general education environment.

- Scheduled collaboration and consultation
- Intensive short-term specially designed instruction designed to help keep the student(s) with non disabled peers
- Small group/tiered instruction
- Shortened assignments
- Modified schedule
- Preferential seating
- Read aloud directions
- Large print text
- Extension of time
- Modifications to the curriculum or classroom
- Study aids
- Frequent reminders
- Open book exams
- Provided notes

### **PIIC** (

Pennsylvania Institute of Instructional Coaching)

– Statewide professional development that includes application of the following: classroom walk throughs, use of PVAAS data and/data teams

The BVIU provides early intervention services, works with staff parents, students in transition (employment, post secondary, independent living skills) provides professional development training.

Supplementary aids and services:

- Scheduled collaboration -peer and administration
- Scheduled meetings
- Peer observations

- Ongoing staff training

### *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 Rochester Area School District policy for behavioral support (School Board Policy 113.2-Behavior Support Revised January 27, 2014) establishes, "Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily."

In accordance with this the policy outlines that all students who demonstrate a need for specific behavioral intervention to address behaviors which interfere with learning should have a Positive Behavioral Support Plan (PBSP) integrated into their Individualized Education Plan (IEP). PBSP should be based on the results of a Functional Behavioral Assessment (FBA) conducted as part of a Multidisciplinary Evaluation (MDE) or Reevaluation Report (RR) initiated by the IEP team. Interventions outlined in a student's PBSP include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. Beginning in 2016, the district will partner with Western PA Psych Care and it's School-Based Health Program, "Positive Steps". Within the district, there will be Licensed Behavior Specialists and Licensed Professional Counselors who will provide mental health care to our students. The program offers student/parent/teacher presentations as well as additional training to the staff in the building.

The district is also in Tier 1 of School-Wide Positive Behavior Support with consultation from IU 27.

The district will begin implementing tiers 2 and 3 for the 2016-2017 school year. Positive Behaviors support is recognized through encouragement and motivation via rewards and incentives (ie. Honor Roll Banquet, Quarterly student recognition assembly, , field trips, Rams Bucks, college visits, art shows, weekly class meetings) which provides students with appropriate means for effectively responding to, intervening in and reporting incidents of bullying.

There is a SAP team that meets on a regular basis to provide support for students that may be displaying barriers to learning or academic success. The Middle and Sr. High has an interagency collaboration with the Prevention Network to work with the SAP school liason to provide screening and recommendations to the SAP team, student and parents/guardians for referred students.

Barriers to success include but are not limited to: academic issues, socio-economic issues, environmental factors, personal issues, social issues and bullying. Implementation of an Elementary and Middle School SAP team started in the 2014-2015 school year.

All 13 paraprofessionals received a full day training on Safety Care provided by the Training and Consultants staff from IU 27 in January 2015. Safety-Care gives participants the tools they need to plan and take action well ahead of any escalation. Participants in the course learn a wide variety of prevention skills so that they can each contribute to a physical and social environment that encourages behavior patterns that are positive and safe. These include non-invasive approach and interaction strategies, ways to create a safe and therapeutic environment, self-management skills, and the use of differential reinforcement to teach desirable replacement behavior solutions.

The District will continue to partner with IU 11/PaTTAN by participating in the grant funded Autism Initiative. The Initiative provides monthly trainings in using best practices in servicing students with behavioral needs. The life skills teacher in the elementary, the speech and language pathologist, two paraprofessionals and the Director of Special Education attended a three day training that focused on behavior interventions, instruction, and program development through the Autism Initiative.

### *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. Team members comprised of regular/special education teachers, school psychologist, counselor, principal, related service personnel, and parents and outside agencies collaborate in regards to student needs and services currently available to students with disabilities. The district has utilized Intensive Interagency staff from PaTTAN and IU 27 to assist in placement of two students with disabilities who were also under the 1306 category.

In order to initiate or expand the continuum of supports, services and educational placement options for students with disabilities, the District collaborates with agencies including but not limited to: Beaver County Behavioral Health, Office of Vocational Rehabilitation, Beaver Valley Intermediate unit, PaTTAN, ACHIEVA/ARC Beaver County Juvenile Probation, local police, Prevention Network, Beaver County Rehabilitation Center, Associated Occupational Therapist Inc, mental health providers, Homelessness Task Force, Career Links, and Children and Youth services.

To strengthen the existing partnerships, agency personnel are invited to participate in the IEP or IST/RTI meetings to ensure programming with will provide FAPE in the least restrictive environment.

2.

**St. Stephens Autism Program,**

Autism Classrooms provide comprehensive individualized education for students with an autism spectrum disorder. Students have access to a sensory classroom, a multi purpose room, a model apartment, a library, a gymnasium, art room and ample outdoor space. When appropriate there are opportunities for community inclusion.

**Watson Institute.**

a private academic licensed educational facility for students who require intensive behavioral support. Students benefit from services including: occupational therapy, speech and language therapy, physical therapy, social worker services and behavior analysts.

**St. Stephen Behavior Program:**

A special education alternative regular education program that is highly structured for students in grades k – 12 . The program focuses on specially designed instruction teaching students with academic, behavioral, healthy and or/physical needs beyond those met by the traditional regular education program. Universal interventions and supports are provided in the regular alternative education.

**Beaver County Behavioral Health:**

Beaver County Behavioral Health Program offers services to assist the needs of adolescents referred through the Student Assistance Program (SAP) BCBH has worked closely with the Prevention Network to provide Mental Health, Drug and Alcohol prevention services.

**CLASS/Signore Academy:**

Provides education for special education students who experience difficulties meeting requirements in a traditional school setting. Program emphasizes, mastery of basic skills, development of a cooperative attitude that is necessary for healthy, interpersonal relationships, educational and employment success.

**Holy Family (Chatham Day School)**

Offers alternative special education services to students with severe behavioral issues. The complex houses specialized schools that utilizes an individualized teaching approach. Youth who are about to graduate high schools learn the skills they need to find and maintain gainful employment in the Youth Workforce Development Program.

**Lifesteps:**

Lifesteps provides services for children beginning at birth and helps them to prepare for kindergarten years and beyond. Programming supports children diagnosed with Autism Spectrum

disorder, speech or other developmental delays. Lifesteps support include Early Intervention, Pre- K counts, a pre-school program (ages 3 – 5).

**Western Pennsylvania School for Deaf:**

A school for deaf and hard of hearing children from birth through 12th grade. WPSD provides individualized academic and extracurricular programs in an inclusive educational setting.

**Wesley Spectrum Academy:**

Wesley Spectrum Academy is a Private Academic School for students in need of academic, social and therapeutic support provided in a small, structured learning environment. Wesley serves students at risk for school failure who have struggled in their public school for one or more educational or behavioral health reason including depression, anxiety, phobias, bipolar disorder, ADHD, Autism Spectrum Disorder, and drug and alcohol issues. Wesley provides students with a curriculum based on Pennsylvania State Standards, utilizing differentiated instruction that provides physical and emotional safety delivered by a team of professionals that integrate mental health and academic support to provide opportunities for personal growth.

3

**LIFE SKILLS CLASSROOM**

A secondary life skills servicing students with significant intellectual disabilities will be added in grade 9-12th.

High school students receive opportunities for linkage to community agencies such as Office of Vocational Rehabilitation ( OVR) and /or Beaver County Rehabilitation Center (BCRC) This program does include a facility to offer skill development for daily living activities, such as, skills utilized in apartment living, ie - laundry facilities, kitchen, living area etc.

*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.

- Starting in the 2015 year, the district began a partnership with Special Olympics Interscholastic Unified Sports (IUS). This is a fully-inclusive sports program which successfully facilitates social inclusion by bringing together a proportional number of students with and without disabilities on teams for training and competition. By providing opportunities for students with all types of disabilities and without disabilities to participate in sports meaningfully, Interscholastic Unified Sports helps schools fulfill the spirit and intent of the federal law and improve school climates. Benefits of the program include: \*Fosters Social Inclusion: Teammates with and without disabilities become friends. \*Creates school climates that promote respect, acceptance, and diversity.

Students are valued for their unique talents and skills. \*Reduces bullying through empowerment, awareness, and engagement. \*Improves health and fitness, especially for students with disabilities facing higher risks. \*Develops character, life skills, and enhanced self-esteem.

- Unified Youth Committee (UYC). The UYC is an organized group of students with and without intellectual disabilities who meets regularly throughout the school year, identifying issues in their school and developing activities to address them. The committee has organized two activities this year. 1.) "Spread the Word to End the Word". The campaign asks people to pledge to stop saying the R-word (retard) as a starting point toward creating more accepting attitudes and communities for all people. Language affects attitudes and attitudes affect actions. Students from the Bocce team set up a table during lunches to promote the campaign by encouraging students to pledge. Students who pledged received a sticker and a wrist band. 2.) Pep Rally. The committee will organize a pep rally for the elementary and middle school's Special Olympics competition between other districts in our county.
- Addition of a middle school life-skills program in the 2015-2016 school year with the addition of a high-school life-skills program for the 2016-2017 school year
- Collaboration with Western Pennsylvania Psych Care called "Positive Steps", a school-based behavioral health program. This services will bring mental health treatment to our students within the school setting. The WPPC staff will conduct staff trainings before and during implementation of the program.
- The District participates in the Autism Initiative in current grades K-5, and next year and continuing years will participate to support the life skills classroom.
- Director of Special Education attended PA Fellowship Program for Special Education Leaders during the 2015-2016 school year: The Pennsylvania Fellowship Program (PFP) is specifically designed to support special education leaders as they build the knowledge and skills for leading and managing special education. Topics include: creating an effective infrastructures in special education, orchestrating quality special education programs, instructional considerations for effective programming and proactive practices in special education. The purpose of the Pennsylvania Fellowship Program for Special Education Leaders is to build the knowledge and skills of veteran and novice special education administrators to direct effective programming to ensure success for all students with Individualized Education Programs (IEPs).
- Through a collaboration with our local pre-school (Tiny Tots) in a Community Innovation Zone Grant, the Special Education Director attends workshops/meetings and collaborates to improve the quality and coherence of children's learning opportunities, from the experiences children have before they enter the K-12 system and extending through elementary school. Ultimately, comprehensive PreK-3rd grade approaches hold the potential to improve child outcomes and to prevent or close achievement gaps.

- The District provides all day Kindergarten in the Elementary building. The K-Ready program has been ongoing for several years. The (4 ) session program assists parents with strategies (ie) literacy and social skills that will help their child be more successful upon entering school. Title 1 and K –Teachers met with parents to review results of the pre-screening held during the K-Ready program. At the K-Ready sessions, teachers and parents discuss the child's strengths and weaknesses.
- School wide positive behavior support has been implemented for tier 1 support. For the 2016-2017 school year tiers 2 and 3 will be begin. The staff utilizes many reward systems, events, and structured activities to promote positive school culture.
- Established an alternative education classroom in grades 7-12 for the 2015-2016 school year. This classroom has allowed students placed for disruptive behavior to return to the district and receive education in a self-contained classroom. This classroom will also serve as an alternative placement for students who are currently educated in the building who are having behavior issues to maintain their educational placement in their home school district by, gaining an education and assistance on improving behavior so they can return and be successful in the regular classroom.
- The consultants from the BVIU provided a whole-day in-service to all of our staff including general and special education teachers and paraprofessionals. The areas the IU staff presented were: Special Education Law, Discipline for students with disabilities, accommodations/modifications, Understanding Autism and Intellectual Disabilities, Assistive Technology and Emotional Intelligence.
- Special Education and regular education teachers in grades k – 6, 7 & 8 and 9 - 12 collaborate to teach students in an inclusive educational support setting.
- Divisions k – 6 and 7 – 12 utilize a learning program where co teaching teams are in the regular education classrooms, thus allowing the students to remain in the regular education classroom setting whenever possible.
- National Disability Mentoring Day. Annually, transition age students attend "National Disability Mentoring Day". This is an annual nation-wide event that we have attended the past

several years. Students will be exposed to a real-life work environment that promotes career development for students with disabilities through hands on career explorations. This experience will also help enhance internship and employment opportunities for people with disabilities and increase confidence amongst students and job seekers.

- Rochester maintains a working relationship with Glade Run, St. Stephens, Holy Family Institute, McGuire Memorial, and Western Pennsylvania School for the Deaf, Life Steps, New Horizon School, CLASS/Signore, Wesley Spectrum. The facilities noted offer specific interventions that require self-contained environments for medical, academic, safety and behavioral issues. The services are provided to further the continuum of services to meet the needs of students with disabilities
- Para educators may choose to receive training that is available through the BVIU, and participate in District Professional Development opportunities.
- The local police and fire department is an active participant in school programs at the elementary level.
- Staff provides a continuum of services to meet the need of all learners in all settings
- The PTA parent group exists to establish ongoing positive relationships and support in the community in grades K-12.
- K – 12 staff development focuses on differentiated instruction, co- teaching and curriculum mapping, technology.
- The District uses iPads for instruction in the life skills classroom, and for all students receiving Title 1 services.
- Community based instruction opportunities are available monthly to all students in special education

- School Administrators and staff work to establish positive community relationships. (Parent Teacher Conferences, Cultural Diversity Fair, Annual Parent Meetings)
- Efforts to incorporate technology include partners with the Regional Choice Initiative and the District's in house on line learning program.
- The District continues to operate the IST (Instructional Support Team) as part of the referral process to assist in providing academic behaviorial and emotional support to students in grades K – 6.
- The District operates its own Speech/Language Program providing small group or one on one instruction for IEP students.
- Through parent surveys developed by the BVIU and made available to , parents of students with disabilities have expressed satisfaction with the majority of responses as it relates to: academic programs and services, positive working relationship with special education staff and student progress. Parents fully participate in meetings and/or phone conferences about decisions regarding the development of their child's IEP.
- The District utilized the Beaver Valley Intermediate Unit services for professional development training, hearing assessments, assistive technology training, behaviorial assessments/plans, consultations and others services to meet the needs of students with disabilities.
- Character education is taught in all grades K-6 by the Guidance Counselor
- Secondary students have begun and will continue to be mentors and tutors for the elementary students with disabilities
- Reverse inclusion is used in grades 6-12 life skills classroom

- Social stories are used in all grades to promote positive peer relationships and behavior

# 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

Facility Name	Facility Type	Services Provided By	Student Count
Passavant Memorial Homes	Nonresident	Rochester Area School District	5

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Horizon	Special Education Centers	Life Skills, Multi Disabilities Support, Emotional Support	10
Watson Institute	Special Education Centers	Life Skills and Autistic Support	3
Western Pa. School for Deaf	Approved Private Schools	Multiple Disabilities	1
St. Stephens	Special Education Centers	Emotional Support	8
Wesley Academy	Approved Private Schools	Learning Support Services, Behavioral Health	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* August 25, 2015

*Reason for the proposed change:* The teacher's caseload has changed from previous years. The change made is the number of students on her roster as well as them all being itinerant.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
RASD 9,10	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	17	1

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* August 25, 2015

*Reason for the proposed change:* The teacher's caseload and the student's amount of support has changed from the previous year(s).

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
RASD Jr/Sr High 11,12	A Junior/Senior High School Building	A building in which General Education	Itinerant	Learning Support	16 to 18	17	1

		programs are operated					
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**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2015*Reason for the proposed change:* The teacher's roster no longer includes any students with supplemental or full-time services.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
RASD Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 18	12	1

Justification: Emotional support teacher will service students in multiple settings within the student's respective building in grades sixth through twelfth

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2015*Reason for the proposed change:* This teacher's roster no longer has students who are supplemental or full-time.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
RASD 6-8	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 14	9	1

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2015*Reason for the proposed change:* The amount of students in the teacher's caseload for both itinerant and supplemental support has changed.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
RASD 6-8	A Junior/Senior High School Building	A building in which General Education programs	Itinerant	Learning Support	11 to 14	9	0.9

		are operated					
RASD 6-8	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	14 to 14	1	0.1
Justification: Students are serviced by multiple special education personnel							

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2015*Reason for the proposed change:* The number of students that are full-time and supplemental has changed.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
RASD Middle/Senior High	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	5	0.75
Justification: Students receive services within their building/grade level settings apart from one another within a three year age range by multiple special education personnel							
RASD Middle School/Senior high	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	10 to 14	2	0.25
Justification: Students receive services within their building/grade level settings apart from one another within a three year age range by multiple special education personnel							

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2015*Reason for the proposed change:* The change reflects that all students in the elementary life-skills classroom are supplemental and no one is full-time or itinerant.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
RASD K-5	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	10	1
Justification: Students are serviced in grades K-5 in their respective grade levels and settings							

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2015*Reason for the proposed change:* Students on this teacher's roster needed additional special education support which is now supplemental.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
RASD Elementary 3,4,5	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	14	0.55
RASD Elementary 3,4,5	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	9	0.45
Justification: Students on this caseload are supplemental and require additional support.							

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2015*Reason for the proposed change:* The teacher's roster needed revised due to the addition of students receiving supplemental services.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
RASD Elementary 1,2,3,4,5	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 11	5	0.4
Justification: Students are serviced in their respective grade levels in the general education curriculum or emotional support classroom with grade level peers							
RASD Elementary 1,2,3,4,5	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 11	8	0.6
Justification: Students are serviced in their respective grade levels in the general education curriculum or emotional support classroom with grade level peers							

**Program Position #10***Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: The teacher's roster now includes students who are supplemental.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
RASD k,1,2	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	11	0.9
RASD K,1,2	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 8	2	0.1

**Program Position #11**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: August 25, 2015

Reason for the proposed change: Change is due to the teacher's caseload is larger.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
RASD Elementary Speech and Language	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	60	1

Justification: The Speech and Language therapist serves the majority of students who have speech/language needs through 1:1 therapy. The students participate in small group sessions or in whole language groups. Groups are never more than 3 years apart in age per group/session.

## Special Education Support Services

Support Service	Location	Teacher FTE
Transition Coordinator	RASD Jr/Sr High	0.33
Para Professionals	District Wide	13.5
Special Education Secretary	District Wide	1
Director of Special Education	District Wide	1
School Psychologist	Disrict Wide	0.75

**Special Education Contracted Services**

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
Associated Occupational Therapists	Outside Contractor	3 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	The LEA will provide for on site review documentation of participation via sign in sheets, agendas for the Autism training activities, and the District will participate in the Autism Initiative in grades K-5. The Autism Initiative is a grant funded support service through PaTTAN. The life skills support staff in grades K-5 will participate in the three day training on best practices in Autism Initiative, and consult with Board Certified Behavior Analysts on site for 6-12 hours per month. An Internal Coach log will document the professional development opportunities, and the staff will receive ACT 48 hours for participating.
<b>Person Responsible</b>	Special Education Director
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	12
<b>Provider</b>	PaTTAN
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Comprehensive evidence based information to assist educators, providers and families developing effective educational and therapeutic programming for all students with autism spectrum disorders, intellectual disabilities, and related developmental disabilities.
<b>Research &amp; Best Practices Base</b>	Research supports the implementation and practices of applied behavior analysis in servicing students with autism, intellectual disabilities, and related developmental disabilities. Effective based measures, data collection, behavior supports, and generalization training support progress in the LRE based on research and standardized test scores.

<p><b>For classroom teachers, school counselors and education specialists</b></p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p><b>Training Format</b></p>	<p>Series of Workshops  School Whole Group Presentation  Department Focused Presentation  Professional Learning Communities  Offsite Conferences</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers  Principals / Asst. Principals  Supt / Ast Supts / CEO / Ex Dir  School counselors  Paraprofessional  New Staff  Other educational specialists  Related Service Personnel  Parents</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  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>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</p>
<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>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p> <p>Post site review results</p>

## Behavior Support

<b>Description</b>	<p>The Rochester Area School District currently implements Tier 1 of the School Wide Positive Behavior Support. In the 16-17 school year, the district will implement tier 2 and 3 levels of support through trainings and guidance from the IU 27 TaC staff.</p> <p>All paraprofessionals are trained by IU 27 TaC staff in Safety Care. Any additional staff hired will receive Safety Care training at the IU.</p> <p>Implementation of Western Pennsylvania Psych Care (WPPC) and its school-based health program "Positive Steps" for the 2016-2017 school year. WPPC will provide training to all district staff before and during implementation of the program.</p>
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<b>Person Responsible</b>	administrative staff, instructional staff
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	

### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	50
<b>Provider</b>	LEA/BVIU/WPPC
<b>Provider Type</b>	School Entity(LEA)/BVIU TAC Staff
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	SWPBS is intended to help design and implement effective school processes to maximize academic and social/emotional/behaviorial progress and achievement for all students. SWPBS is a whole school approach that involves students, staff, administration and parents to build and reinforce students interpersonal problem solving and conflict resolution skills and interactions. Staff will gain knowledge in delivering instruction relating to school wide expectations in the area of positive behavior. Staff will gain knowledge in how to de escalate, and provide safety care crisis intervention techniques.
<b>Research &amp; Best Practices Base</b>	Pennsylvania Department of Education , Bureau of Special Education supports LEA's in their establishment of schoolwide positive behavior interventions and supports Positive Behavior Interventions and Supports. SWPBS is a systemic program that is intended to support the development of positive behavior health practices and strategic intervention and /or intensive crises management needs of school aged students.
<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>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> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>observations and modeling</p>
<b>Evaluation Methods</b>	<p>Participant survey</p> <p>student feedback and data gathering related to the number of (discipline) conduct referrals</p>

## Paraprofessional

<b>Description</b>	<p>The LEA will provide for on site review of sign in sheets and agenda for the training for sessions related to: Schoolwide Positive Behavior Support Systems, Safety Care, First Aid/CPR and the Special Education Paraprofessional After</p>
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	School Webinar Series.
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	7
<b>Provider</b>	Beaver Valley Intermediate Unit, PATTAN
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Staff will be trained on effective based pedagogical techniques to use in supporting students in the LRE and support settings. Staff will be trained on de escalation, co teaching, SWPBS, ACCESS, and transition.
<b>Research &amp; Best Practices Base</b>	Research supports that de escalation, co teaching, transition, SWPBS all support student progress on standardized tests, and curriculum based assessments.
<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</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>Training Format</b>	<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> <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>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	Participant survey

## Reading NCLB #1

<b>Description</b>	<p>Rochester Area School District is committed to raising student's scores to meet the proficiency standards on a yearly basis.</p> <p>Data analysis, professional development, remediation programs, coteaching, differentiated instruction, study groups and improvement teams will be used to meet the diverse needs of students as readers. The District will analyze assessment data, monitor progress and make adjustments to instruction to increase student achievement.</p> <p>Students with disabilities will demonstrate increased educational results in reading as outlined in the Pennsylvania academic standards. Elementary :Life Skills will continue to utilize the small group Soday reading program, an evidence based research program. Grades 3 - 6 will continue to utilize the StoryTown reading series. Grades 7 - 12 will continue to utilize Elements of Literature. All grades in the elementary have access to title services if they qualify which utilizes IPADS in phonics and sight word instruction using various applications and direct instruction techniques.</p> <p>Lexia Reading is an evidence based supplemental reading program used to enhance skill sets for reading comprehension. Lexia Reading Core5 provides explicit, systematic, personalized learning in the six areas of reading instruction, and delivers norm-referenced performance data and analysis without interrupting the flow of instruction to administer a test. Designed specifically to meet the Common Core and the most rigorous state standards,</p>
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this research-proven, technology-based approach accelerates reading skills development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction

Peer Assisted Learning Strategies is an evidence based supplemental reading strategies approach intended to increase comprehension skills.

Collins Writing: The Collins Writing Program is designed to improve students' thinking and writing skills simultaneously. It is based on three essential principles:

- Thinking and writing skills develop with frequent, meaningful practice.
- Most students develop writing and thinking skills incrementally through a variety of informal and formal writing experiences.
- Each of the Five Types of Writing serves a distinct instructional purpose that is easily adapted to student needs and differences between subject areas. The program provides districts with a unified K–12 program that can be used in all classrooms and in all subject areas.

NWEA-Northwest Education Association Skills Navigator identifies discrete skill gaps to focus instruction and close achievement gaps. This in-classroom tool is for use with targeted small groups and individual student supporting both remediation and enrichment. Teachers are able to :

- Identify the skills students are ready to learn—on, above, or below grade level
- Check for evidence of learning progress and skills mastery
- Complement curriculum with resources that help students practice missing skills
- Monitor progress for students in tiered intervention programs

MindPlay Virtual Reading Coach (MVRC) is an effective online reading program that improves reading skills quickly and efficiently. It enables students with diverse skills and instructional needs to read accurately and fluently.

Support staff will receive a tutorial in effective based measures through a presentation on interventions from the reading specialists in the elementary grades and middle school grades at the beginning of each school year to

	<p>support implementation of best practices.</p> <p>Story Town Reading (Elementary) and Elements of Literature ( Jr/Sr High) is intended to assist student in their master of language arts skills: before reading (academic vocabulary); preparing to read; literary focus (use of graphic elements to help explain the literary skill); reading focus ( a reading skill applicable to the story, poem or play); informational text focus (introduces student to the format and characteristics of nonfiction texts such as newspaper articles, web sites, employment application forms etc.); selection vocabulary (gives the pronunciation and definition of the word) etc.</p>
<b>Person Responsible</b>	Special Education Director, Special Education Teachers, Reading Specialists, K-12 Principal
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Educational Technology

### 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>	Reading Specialists/RASD
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	<p>Ongoing professional development will continue to increase the teachers' ability to provide effective instruction for the students who are struggling with reading skills. Teachers, counselors and paraprofessionals will have a stronger understanding of how to analyze the data, using the available data systems, in order to create effective student programs through IEPs or the RtII process</p> <p>Teachers will gain knowledge in the use of technology to design evidence based instruction to support students in the twenty first century. All staff will have a greater understanding of using IPADS in instruction and utilizing various applications to support student progress.</p>

<b>Research &amp; Best Practices Base</b>	Ongoing professional development provides current best practice in education for all staff. This professional development occurs within and outside the district.
<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> <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 the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</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>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
<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>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p>

## Transition

<b>Description</b>	<p>The Transition Coordinator attends monthly transition meetings at IU 27. They share the information with the staff at monthly department meetings.</p> <p>Completion of Indicators 13 and 14. Transition Coordinator and special education staff received training for Indicator 13. The transition coordinator facilitated the postsecondary outcomes with graduated seniors and their families.</p> <p>"Successful Practices in Secondary Transition for Continuous Improvement" , Middle and high school special education teachers participated in a 2 day workshop provided by the BVIU. This new cohort is state mandated and the teachers were trained on how to successfully write and implement IEPs for students who are ages 14 and over.</p> <p>Counselor from OVR (Office of Vocational Rehabilitation) meets with Juniors and Seniors with disabilities bi-monthly. The counselor assists students with the following services: Resume creation, psychological testing, college funding, driver's permit tutoring, accompaniment to take placement tests and make college schedules, in the car driver's training, on the job training contracts for two summer jobs, guidance and counseling, FAFSA guidance, editing of papers, job search</p>
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	assistance, job placement assistance, and scholarship information.
<b>Person Responsible</b>	IU 27 TAC staff, Special Education Director, Transition Coordinator, OVR Counselor
<b>Start Date</b>	7/30/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	7
<b># of Participants Per Session</b>	12
<b>Provider</b>	IU #27 Staff, PaTTAN
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	As a result of the training series, participants will be able to: Develop IEP's that include: post secondary goals that are based on age appropriate transition assignments clearly written present levels of academic achievement and functional performance meaningful transition services and activities that will help the student to achieve his/her post secondary goals measurable annual goals that address skill deficits and provide for progress monitoring
<b>Research &amp; Best Practices Base</b>	Secondary transition is a set of activities for a child with a disability that is designed within a results oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post high school activities including post secondary education, vocational education, integrated employment, supportive employment, continuing and adult education, adult services, independent living or community participation ( IDEA 2004)
<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>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 the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops Live Webinar Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists Related Service Personnel Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8) 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 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 Journaling and reflecting</p>
<b>Evaluation Methods</b>	<p>Participant survey IU/PaTTAN collection and review of IEP Indicator 13 checklist, pre-review and post reviews</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*