
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Special Education Report
Friday, August 01, 2008

Entity: South Western SD
Address: 225 Bowman Road
Hanover, PA 17331-4213
Phone: (717) 632-2500

Contact Name: Dr. Barbara Rupp, Superintendent

Special Education Plan Team Members

| Name | Affiliation | Membership Category | Appointed By |
|--------------------|---|-------------------------------------|---------------------------------|
| Andrea King | South Western S.D. | Ed Specialist - School Nurse | Nurses |
| Andrea LaManna | South Western S.D. | Ed Specialist - School Counselor | Counselors |
| Dion Betts | South Western S.D. | Administrator | Superintendent |
| Frank Stanko | South Western S.D. | Ed Specialist - School Psychologist | Psychologists |
| Mary Hahn | South Western S.D. | Parent | Teachers |
| Melissa Bush | South Western S.D. | Ed Specialist - School Psychologist | Psychologists |
| Samantha Gebhart | York County Children and Youth Services | Community Representative | Assistant to the Superintendent |
| Sherrie Sponseller | South Western S.D. | Parent | Assistant to the Superintendent |
| Susan Mace | South Western S.D. | Regular Education Teacher | Principal |
| Tammy Fritz | South Western S.D. | Special Education Teacher | Teachers |
| Toshia Brodbeck | South Western S.D. | Special Education Teacher | Principal |

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

1. A **Student Services Manual** was developed by administrators and staff members and includes information such as:

- Discipline
- Behavior management
- IST Process
- Special Education Evaluation Process
- Speech/Language Program
- Parent Communication Procedure
- Gifted Program
- IEP Process and Documentation
- 504 Procedures
- Confidentiality

Administrators and staff members were given an orientation to these manuals.

2. **Least Restrictive Environment Compliance Monitoring Results:** Monitoring was conducted in 2007 through interviews with parents, students, and teachers that the community is pleased overall with programs and services for students with disabilities.

3. The **Instructional Support Team (IST)** process is in place at all elementary buildings and the intermediate school. Through the IST process, adaptations are provided within the regular classroom in order to give students who are experiencing learning problems the extra support they need to succeed. Instructional support in South Western School District is characterized by use of a problem-solving process with shared leadership and collaboration in addressing specific student concerns; an emphasis on instructional assessment leading to goal setting and implementation of interventions in the regular class; frequent measurement of targeted areas throughout the intervention period; and an emphasis on communication with parents.

4. **Identification Process:** The school district is committed to identifying eligible students. The Instructional Support Team (IST) process at the elementary schools and intermediate school provides for comprehensive screening to identify thought-to-be exceptional students. At the high school level, team meetings and pre-referral meetings are used to identify thought-to-be exceptional students, and follow-up screening activities are conducted by the school psychologist and/or reading specialist. Any of these screening processes can lead to a comprehensive multidisciplinary evaluation for a student suspected of being exceptional.

5. **Parent Involvement:** The school district is committed to including parents in the decision making process. Parent surveys have been used effectively to assess the training

wants and needs of parents. A training held by the Parent Education Network and the Lincoln Intermediate Unit is held annually.

6. Collaborative Trainings with Parents: Parents are invited to summer inservices with teachers in regard to assisting students with disabilities.

7. Positive Working Relationships: These relationships exist with the Lincoln Intermediate Unit and various community agencies.

8. Improved Inclusion Percentages: These have increased significantly over the last several years:

2005 Child Count: 27 % of students outside of the regular class more than 60% of the school day.

Improved to:

2007 Child Count: 9 % of students outside of the regular class more than 60% of the school day.

2005 Child Count: 35 % of students outside of the regular school day less than 21% of the school day.

Improved to:

2007 Child Count: 45 % of students outside of the regular school day less than 21% of the school day.

This has been due to the new focus on this category, students needing less services because of progress on their IEPs (as indicated by progress monitoring), and recalculating some students' LRE percentages to not include time with non-disabled peers (e.g., 5th period advisory time at the high school). There has been more inclusive time at the middle school due to students needing less time in special education settings due to very good progress on their IEP goals, and the support provided in regular education classes. All social studies and science replacement classes have been removed from the district.

9. PDE Conference Presentation: The school district was requested to present at the PDE Annual Conference in Harrisburg in February of 2008. The poster session described the action planning and implementation that resulted in almost immediate and vastly improved LRE data and practices. The action plan includes descriptions of each issue impacting LRE data and practices, as well as remediation activities for each problem area. The poster session provided charts of progress made. Additionally, our progress monitoring activities were highlighted. These practices are aligned closely with the work

of Robert Marzano and nine research based high yield instructional strategies.

10. Inclusion Grant Funding: Each year, for the last several years, the school district applied for inclusion mini-grants. We have used such funding to help pay for training and inservice opportunities, leveled readers to help students perform in general education, and for some assistive technologies.

11. Inclusion Rate for Students with Autism: No students with autism are placed outside of regular school settings, unlike what is indicated in statewide data. Statewide data shows a significant number of students in Autistic Support classes (10% +) outside of regular school settings.

12. Inclusion Rate for 1st Graders: The school district has no students who are in first grade placed outside of the regular school setting. This compares with statewide data, which shows a large percentage of students placed outside of the regular school setting.

13. Information for Parents: The district website and district newsletter holds key information for parents about rights, inclusion information, co-teaching information and videos, and other important information as well.

14. Least Restrictive Environment Improvement Plan: A Least Restrictive Environment Improvement Plan is being followed and is increasing the amount of inclusion happening in the district. The plan includes increasing training opportunities, for example, by bringing to the district an internationally known inclusion speaker, inclusion grant activities including providing substitute teacher to allow for co-teaching and inclusion collaborative planning opportunities, and directing funds towards purchasing leveled readers.

15. Trainings: All special education teachers, speech pathologists, and instructional support teachers are provided an annual training. The training is to ensure compliance with all applicable regulations and that effective instructional practices are being used for struggling and students with disabilities. Specific topics included:

- Special Education District Happenings
- Special Education New Regulations
- Evaluations and Reevaluations
- Writing IEPs and Reevaluations
- Standards and IEPs
- Transition and IEPs
- PSSA Preparation
- Marzano High Yield Instructional Strategies
- Progress Monitoring

16. Speech Rate Stabilization: The Speech Pathologists and Assistant to the Superintendent have been working on stabilizing the rate of students being identified as needing speech therapy this year. The rate of students needing services has been on the

rise, and we want to make sure that there is not an over identification of students. We recently reviewed speech caseload data by comparing December 2006 and December 2007 Child Count. All indications point to the stabilization of the number of students needing speech services. This was done by providing services in general and special education classrooms, doing pre-referral activities for students at-risk for needing speech services in the future, and by developing and implementing empirical entry and exit criteria.

17. New Transition Program: The new high school Community Networking course is designed to promote transition activities for students with disabilities. Vocational evaluations, community-based instruction, community-based experiences, acquisition of daily living skills, career education, and work-based learning are all key components to this course. In addition, Science and Social Studies concepts will be explored focusing on life skills and utilizing reading and writing in the content area.

Here are some facts about the program:

- 22 students enrolled in the program
- 2 seniors in early graduation program currently employed and 1 in a veterinarian assistance program
- Career Opportunities Program for students in conjunctions with Members 1st Federal
- Credit Union is presenting information on careers, on the job skills, and life skills
- Keys2Work is a new career exploration and training program being used
- The students have had or will have the opportunity to visit several community businesses an organizations including:
 - Hiram G. Andrews Center in Johnstown, PA
 - Utz
 - Hanover Lantern
 - Shurfine
 - Harley Davidson
 - Hanover Hospital
 - Penn Township Police
 - The Peak
 - South Hanover Bowling Alley
 - Homewood at Plum Creek
 - Curriculum Development in progress using Pennsylvania Department of Education Career Standards

18. Progress Monitoring Reviews: The Assistant to the Superintendent and Special Education Support Teacher meets met with each learning support teacher to conduct Progress Monitoring Reviews to examine student performance data on each student. Those students who were not showing meaningful improvement are discussed at length. 4Sight scores are also discussed. High yield instructional strategies are reviewed with teachers. Continuous support and coordinating is provided by her to help ensure student growth and better PSSA results.

19. The **Pervasive Developmental Disorder/Autism Team** was established three years ago with an initial training for several staff. The purpose of this team is to provide consultation and support for school teams who are working with a student or students with PDD or Autism Spectrum Disorders. In addition to having this sort of support readily available, using local resources and building capacity is important for fiscal considerations as well.

20. **School Based ACCESS Program:** The school district successfully administers the program for district operated programs. The Lincoln Intermediate Unit also administers the program for programs that they operate. Reimbursements are used to fund additional resources in special education.

Identifying Students with Learning Disabilities

The determination of whether a child suspected of having a specific learning disability is made by the child's parents and a team of qualified professionals, which include, at minimum:

- A. The child's regular teacher
- B. School Psychologist
- C. School Principal
- D. Instructional Support Teacher (elementary and middle school)

The school district uses the discrepancy model; a process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade, and have determined that findings are not primarily the result of a visual, hearing or orthopedic disability, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage, limited English proficiency. Additionally, findings must ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that: prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction, and repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Exiting Statistics

Goals: The school district will meet the SPP targets for graduation rate and drop out rate.

The following actions will be taken to reach these goals:

Committee to Examine and Ameliorate Drop-out Rates and Improve Graduation Rates

A committee has been established to increase the graduation rate and decrease the drop-out rate. The committee meets each month for the purpose of identifying students who are at-risk for dropping out and not graduating. Personnel on the committee include administrators, general education teacher, special education teachers, and counselors.

Differentiated School Programs

Differentiated school programs are being investigated and implemented to help students to stay in school. A satellite branch of the York County High School program will be established locally. This program is not for students who have IEPs. This program is to help students who have difficulty with typical school structures and schedules and has been shown to be effective in keeping students in school until graduation. The River Rock Academy is also developing a similar program for students with and without IEPs for these same purposes.

A new transition program for high school students with IEPs has been established. This program is meant to provide students with alternatives to typical school program and to better prepare such students for training or work after high school. In some instances, students graduate upon meeting the transition and other goals of their IEPs. The program includes extensive work experiences and work shadowing. The goals of the program include to keep students from dropping out, to keep students until they graduate, and to ensure that each student in the program has employment or plans for future training on the day of graduation. The Lincoln Intermediate Unit provides support and training for such students.

Partnership with Community Agencies

A new joint program with York County Children and Youth Services includes an on-site casemanager. This casemanager works with school personnel in reducing drop-outs and increasing graduations rates. The casemanager is providing training during the summer of 2008 in regard to Truancy Elimination Plans. The casemanager and principals will be making home visits to all students with truancy issues over the summers.

The school district participates in York County Truancy Task force. Additionally, the school district follows recommended practices of the task force, including ensuring consistency, from school level to school level, regard to helping students to stay in school.

The Office of Vocational Rehabilitation and the Office of Mental Health/Mental Retardation provides support for students as well, both during and after high school.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

| Facility Name | Provider of Educational Services | # of Students Receiving Services as of Dec 1 |
|----------------------|---|---|
| Not applicable. | Not applicable. | 0 |

Incarcerated Students Oversight

The Lincoln Intermediate Unit (LIU), New Oxford, PA, as contracted by the South Western School District, provides services for all incarcerated students who are or may be eligible for special education services. Procedures are established in the facility by the LIU staff to identify anyone eligible for special education services. Typically, school districts are made aware of a student’s incarceration via school-based probation or through LIU communications.

Students are eligible for a diploma when the home school district high school principal determines that the work is completed is appropriate for graduation.

Facilities for Incarcerated Students

| Facility Name | Provider of Educational Services | # of Students Receiving Services as of Dec 1 |
|----------------------|---|---|
| Not applicable. | Not applicable. | 0 |

Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

The Instructional Support Team (IST) process is in place at all elementary buildings and the intermediate school. Through the IST process, adaptations are provided within the regular classroom in order to give students who are experiencing learning problems the extra support they need to succeed. Instructional support in South Western School District is characterized by use of a problem-solving process with shared leadership and collaboration in addressing specific student concerns; an emphasis on instructional

assessment leading to goal setting and implementation of interventions in the regular class; frequent measurement of targeted areas throughout the intervention period; and an emphasis on communication with parents.

School psychologists list in their Evaluation and Reevaluation Reports suggestions for the differentiation of instruction. This information is in reports for students identified with disabilities and needing specially designed instruction, as well as students who were initially evaluated and found not to be eligible for special education services.

Every professional staff member is required to take inservices in differentiation of instruction and Dimensions of Learning. The idea is to build capacity within regular education for students with varying abilities and learning styles.

There exists a school district goal to help ensure that children with disabilities are served in the general education environment. Over the past few years, 1:1 aides, classroom aides, assistive technology, and other supports have been added to programs for students with IEPs (and 504 plans) to help ensure access to the "community of learners" in each school.

School IEP teams are cognizant of the need to keep students with disabilities, to the extent possible, in the general education environment. Initial evaluation and IEP meetings include a discussion of the services needed to assist a student in the general education environment. Part of the Special Education Plan includes the initiative to develop a Student Services Manual for the school district. This manual includes many procedures, including those related to IEP development. The IEP Guide includes information about conducting IEP meetings.

Each learning support teacher provides their students' IEP or "IEP at a Glance" documents to regular education teachers. One of the over-arching goals of the school district is the use of differentiated instruction. All teachers receive such training. It is important that students, before they are even thought to have a learning problem, are given opportunities to excel. Secondary professional staff was trained in teaching reading across the curriculum and strategies for textbook use. The reading supervisor provides training to regular and special education teachers on guided reading, as well as other language arts strategies and programs.

All professional staff is involved in Professional Learning Communities (PLCs). The purpose of PLCs is to afford groups of staff to: a) collect and assess student performance data (e.g., 4Sight, progress monitoring, common assessments), b) have collaboration time, c) discuss student performance data, d) discuss strategies for making instructional improvements based on student performance data, and e) assess the efficacy of changes made to instructional practices. The school district often has students that are placed by county human services agencies into residential treatment facilities or partial hospitalization program. These students include those with and without disabilities. Often, a student who had no identified disability is recommended for special education and identification and placement (e.g., Emotional Support). Often, such recommendations

have been made without school staff input. We are making a concerted effort to be made aware of discharge planning and recommendations from partial hospitalization and residential treatment facilities. Several times, we have insisted on providing school based input regarding the student. This has resulted, on numerous occasions, for a decision to return students to regular school, with supports (e.g., 504 plan, IEPs with supports in the regular school) without resorting to overly restrictive settings.

A Special Education Support Teacher was hired to support students with IEPs in general and special education settings. This support teacher provides training to teachers in differentiation, co-teaching, inclusion practices, progress monitoring, etc. This support teacher provides individual consultations and works closely with principals. An Autism/PDD team was established two years ago to support students with Autism Spectrum Disorders. The team provides observations and consultations to IEP teams in the school district. The team also provides information to staff regarding students who display symptoms associated with Autism Spectrum Disorders. The team consists of two psychologists, two speech therapists, the special education support teacher, and a special education teacher.

The following information is given to parents at each annual IEP meeting:

INCLUSION

School District Mission Statement:

The South Western School District is dedicated to providing a continually improving educational environment through a cooperative effort with the family and the entire community, in which all students are encouraged and expected to achieve their full potential, to express themselves, to think reflectively, and to interact responsibly in preparation for lifelong personal growth.

School District Inclusion Vision Statement:

The South Western School District is committed to a culture of an inclusive community of diverse learners, to ensure that all learners have an opportunity to be educated with their peers, and that all learners, regardless of their strengths and weakness, are encouraged to reach their highest potential.

What is Inclusion?

The term "inclusion" has become common in discussions of the placement of special education students, but the term has no legal definition. The term denotes the "least restrictive environment" rules that have been part of the special education law for close to two decades. The term also connotes an emphasis on active social membership in a class or community, and carries with it a need for teacher training and school district

preparation. The term "inclusion" does not represent a legal requirement that every child be educated in the same way or in the same place (Pennsylvania Department of Education).

Over the past few years, the South Western School District has made excellent gains in inclusive practices for students with disabilities. For example, since 2004, the amount of time students with disabilities spend per day in general education classrooms grew significantly. The school district continues to make resources available to continue this trend. Some of these resources include providing training to staff, providing collaboration opportunities, and purchasing materials, such as assistive devices. The South Western School District has a Least Restrictive Environment Improvement Plan to help ensure that further inclusion practices continue.

Parents are encouraged to visit classrooms, be active members of their child's Individualized Education Program team, and to be vocal about their child's strengths and needs. Please go to the district website for more information regarding inclusion at the South Western School District. If you have any questions about inclusion or your child's special education program, you may contact your child's teacher or principal, contact me at 632-2500, ext. 20002, or email me at dion_betts@swsd.k12.pa.us.

Sincerely,

Dion Betts, Ed.D., Assistant to the Superintendent for Instructional Support

PARENT TRAINING SURVEY

Name (optional) _____ **Date:** _____

Contact Number (optional) _____

1. Are you aware that the South Western School District provides opportunities for training for parents of students with disabilities? Yes No Comments:

2. What type of training would be most beneficial to you (please check all that apply)

_____ Writing IEPs

_____ Inclusion

_____ Co-teaching

- _____ Supplementary Aides and Services
- _____ Special Education Rights and Regulations
- _____ Behavior Support
- _____ Instructional Strategies
- _____ Homework Help
- _____ Other _____

3. How often would you like to participate in trainings?

4. Would it be beneficial to you to receive training alongside school staff? _____

5. What kind of information or materials would you like to receive as part of trainings?

Thank you for completing this short survey. If you have any questions, please contact Dion Betts, Ed.D. Please add any additional comments or questions you may have:

Please give completed surveys to your child’s learning support teacher or mail your responses to:

Dion Betts, Ed.D.
Assistant to the Superintendent
225 Bowman Road
Hanover, PA 17331
or Email to: dion_betts@swsd.k12.pa.us
You may also find this survey online on my district website:
www.swsd.k12.pa.us/~Dion_Betts

Supplementary Aids and Services

| Service |
|---|
| Assistive Technology |
| Personal Care Assistants |
| School Counseling Groups |
| School Psychology Groups |
| Adapted tests and assessments |
| Adapted curricular materials |
| Trainings for administrators, staff, and parents |
| Co-teaching classrooms |
| Small group instruction |
| 1:1 instruction |
| Behavior Intervention Plans |
| Functional Behavioral Assessments |
| Testing center at the high school |
| Presentation: large print, magnification devices, Braille, tactile graphics, human reader, audio recorder, talking materials |
| Response: express response to a scribe, type on or speak to word processor, speak into audio recorder, talking speller, adaptive pencils, use written notes, outlines, and instructions |
| Setting: change location so students does not distract others, change location to increase physical access, change location to reduce distractions to student |
| Graphic organizers, calculation devices, math tables and formulas |
| Extended test taking time |
| Mentors |
| Peer tutors/helpers |
| Visual schedules |
| Related services in general education settings |
| Frequency sound field systems |
| Leveled readers |
| Research based instructional strategies and programs for students with disabilities |
| Time out space |
| Sensory integration materials |
| Crisis intervention planning |
| Deescalation techniques |

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| Social skills groups |
| Specialized transportation |
| Circle of friends type programs |
| Adapted school schedules |
| Curriculum modifications and adaptations |
| Work experience programs |
| Job coaching programs |
| Classroom assistant |
| Accommodations for students in non-academic settings such as extracurricular activities, non-public school settings, special education centers, field trips. |

LRE Data Analysis

Personnel Development Activities:

| Topic | | Co-teaching | | |
|----------------------------|-----------------------------------|---|---|---|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Summers, school year | PATTAN Staff, IU Staff, Dr. Villa | Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel | On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences | <p>2008-2009</p> <p>Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> <p>2009-2010</p> <p>Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their</p> |

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| | | | <p>school day under the statewide average.</p> <p>2010-2011</p> <p>Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> |
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| Topic | | Differentiation of Instruction | | |
|----------------------------|-----------------------------|---|---|---|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Summers, school year | IU Staff, Visiting speakers | New Staff, Paraprofessional, Instructional Staff, Related Service Personnel | On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences | <p>2008-2009</p> <p>Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> <p>2009-2010</p> <p>Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> <p>2010-2011</p> <p>Increase in the number of students spending</p> |

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| | | | | <p>less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> |
|--|--|--|--|--|

| Language Circle Project Read Programs | | | | |
|---------------------------------------|-------------------|---|--|--|
| Topic | | | | |
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Summers | | Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel | On-site Training with Guided Practice, Workshops with Joint Planning Periods | <p>2008-2009 Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> <p>2009-2010 Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> |

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| | | | | <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> <p>2010-2011 Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> |
|--|--|--|--|---|

| Topic | | Adapting Curricular Materials for Students with Disabilities | | |
|-----------------------------------|---|---|---|--|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Summers, school year | IU Staff, Special Education Support Teacher | Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel | On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences | <p>2008-2009 Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of</p> |

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| | | | | <p>their school day under the statewide average.</p> <p>2009-2010 Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> <p>2010-2011 Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> |
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| Topic | | Progress Monitoring | | |
|----------------------------|------------------------|---|--|--|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Summers, school year | PATTAN Staff, IU Staff | Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel | On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups | <p>2008-2009 Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> <p>2009-2010 Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> <p>2010-2011 Increase in the</p> |

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| | | | | <p>number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> |
|--|--|--|--|--|

| Topic | | Reading Intervention Trainings (SOAR to Success) | | |
|----------------------------|-------------------|---|--|--|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Summers, school year | IU Staff | New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel | On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups | Students will evidence greater comprehension of general education texts. |
| | | | | <p>2008-2009 Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> |

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| | | | | <p>2009-2010 Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> <p>2010-2011 Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> |
|--|--|--|--|---|

| Topic | | Reading Apprenticeship | | |
|----------------------------|-------------------|---|-----------------|---|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Summers, school year | IU Staff | New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel | Study Groups | <p>2008-2009 Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending</p> |

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| | | | <p>more than 60% of their school day under the statewide average.</p> <p>2009-2010 Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> <p>2010-2011 Increase in the number of students spending less than 21% of their school day in special education settings, by 1%, district-wide.</p> <p>Continue to have students spending more than 60% of their school day under the statewide average.</p> |
|--|--|--|---|

Least Restrictive Environment – Facilities

| Facility Name | Type of Facility | Type of Service | # of Students Placed |
|-------------------------------------|------------------------------|---|----------------------|
| Alloway Creek Intermediate School | Neighboring School Districts | MDS class | 2 |
| Alloway Creek Intermediate School | Neighboring School Districts | LSS class | 1 |
| Bermudian Springs Elementary School | Neighboring School Districts | ES class | 1 |
| Bermudian Springs High School | Neighboring School Districts | ES class | 1 |
| Bermudian Springs Middle School | Neighboring School Districts | AS class | 1 |
| Biglerville Elementary | Neighboring School Districts | AS class | 2 |
| Children's Home of York | Other | Residential Treatment - placed by county services | 1 |
| Clearview Elementary | Neighboring School Districts | AS class | 2 |
| Conewago Intermediate | Neighboring School Districts | NI class | 2 |
| Conewago Intermediate | Neighboring School Districts | LSS class | 5 |
| Devereux Kanner Center | Approved Private Schools | Residential Treatment - placed by county services | 1 |
| Fairfield Elementary | Neighboring School Districts | LSS class | 3 |
| Gettysburg High School | Neighboring School Districts | LSS class | 2 |
| Gettysburg Village Outlet | Neighboring School Districts | LSS class | 1 |
| Glade Run | Other | Residential Treatment - placed by county services | 1 |
| H.A.R.T. Center | Neighboring School Districts | LSS class | 2 |
| Hanover High School | Neighboring School Districts | ES class | 5 |

| | | | |
|---|------------------------------|--|---|
| Hanover Middle School | Neighboring School Districts | ES class | 2 |
| Hanover Middle School | Neighboring School Districts | LSS class | 1 |
| Hoffman Homes for Youth | Approved Private Schools | Residential Treatment - placed by county services | 2 |
| LIU Transition Program at Brethren Home | Neighboring School Districts | LS class | 2 |
| Maple Avenue Middle School | Neighboring School Districts | ES class | 2 |
| Methodist Home | Other | Residential Treatment - placed by county services | 1 |
| New Oxford High School | Neighboring School Districts | LSS class | 7 |
| New Oxford High School | Neighboring School Districts | HI class | 1 |
| River Rock Academy | Other | Alternative Education including special education services | 5 |
| Rolling Acres Elementary | Neighboring School Districts | ES class | 3 |
| Shrewsbury Elementary | Neighboring School Districts | MDS class | 1 |
| Spring Grove Elementary | Neighboring School Districts | AS class | 1 |
| St. Stephens Lutheran Academy | Approved Private Schools | Residential Treatment - placed by county services | 1 |
| Summit Quest | Special Education Centers | Residential Treatment - placed by county services | 2 |
| Trimmer Elementary | Neighboring School Districts | HI class | 1 |
| Upper Adams Middle School | Neighboring School Districts | MDS class | 1 |
| York Learning Center | Special Education Centers | Alternative Education and special education programs | 4 |

Personnel Development for Improved Student Results

Technical Assistance and Training

Personnel Development Activities:

| Topic | | AYP | | |
|--|--|--|--|--|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Each summer, throughout the school year | PATTAN Staff, IU Staff | Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel | On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups | 2008-2009 |
| | | | | District-wide, 28% of students with disabilities will achieve Proficiency or Advanced on the Mathematics PSSA. |
| | | | | 2009-2010 |
| District-wide, 29% of students with disabilities will achieve Proficiency or Advanced on the Mathematics PSSA. | | | | |
| 2010-2011 | District-wide, 30% of students with disabilities will achieve Proficiency or Advanced on the Mathematics PSSA. | | | |

| | |
|-------|-------------|
| Topic | Proficiency |
|-------|-------------|

| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
|-----------------------------------|--------------------------|---|--|--|
| Summers, yearly | PATTAN Staff, IU Staff | Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel | On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups | <p>2008-2009</p> <p>District-wide, 28% of students with disabilities will achieve Proficiency or Advanced on the Mathematics PSSA.</p> <p>2009-2010</p> <p>District-wide, 29% of students with disabilities will achieve Proficiency or Advanced on the Mathematics PSSA.</p> <p>2010-2011</p> <p>District-wide, 30% of students with disabilities will achieve Proficiency or Advanced on the Mathematics PSSA.</p> |

| Topic | | Participation | | |
|-----------------------------------|--------------------------|--|---|---|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Summers, yearly | PATTAN Staff, IU Staff | New Staff, Paraprofessional, Instructional Staff, Administrative Staff | On-site Training with Guided Practice, Workshops with | <p>2008-2009</p> <p>There will be a 93%</p> |

| | | | | |
|--|--|--|-----------------------------------|---|
| | | | <p>Joint Planning Periods</p> | <p>participation rate on the PSSAs.</p> <p>2009-2010</p> <p>There will be a 94% participation rate on the PSSAs.</p> <p>2010-2011</p> <p>There will be a 95% participation rate on the PSSAs.</p> |
|--|--|--|-----------------------------------|---|

Personnel Development - PA NCLB Goal #1

Baseline Data:

Achievement Data: In 2007, district wide, 22% of students with disabilities achieved Proficiency or Advanced on the Reading PSSA and 27% for the Mathematics PSSA.

Behavioral Health: There were 145 out of school suspension days for students with disabilities at the secondary level during the 2007-2008 school year.

Descalation: There were seven incidents of fighting at the high school during the 2007-2008 school year.

Personnel Development Activities:

| Topic | | Math interventions | | |
|----------------------------|------------------------|--|--|--|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Summer, yearly | PATTAN Staff, IU Staff | New Staff, Paraprofessional, Instructional Staff, Administrative Staff | On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups | <p>2008-2009</p> <p>District-wide, 28% of students with disabilities will achieve Proficiency or Advanced on the Mathematics PSSA.</p> <p>2009-2010</p> <p>District-wide, 29% of students with disabilities will achieve Proficiency or Advanced on the Mathematics PSSA.</p> <p>2010-2011</p> <p>District-wide, 30% of students with disabilities will achieve Proficiency or Advanced on the</p> |

| | | | |
|--|--|--|-------------------|
| | | | Mathematics PSSA. |
|--|--|--|-------------------|

| Topic | | School-based Behavioral Health | | |
|----------------------------|------------------------|--|---|---|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Summers, yearly | PATTAN Staff, IU Staff | Parent, Instructional Staff, Administrative Staff, Related Service Personnel | On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups | <p>2008-2009</p> <p>There will be a decrease to 144, the number of out of school suspension days at the secondary level for students with disabilities.</p> <p>2009-2010</p> <p>There will be a decrease to 143, the number of out of school suspension days at the secondary level for students with disabilities.</p> <p>2010-2011</p> <p>There will be a decrease to 142, the number of out of school suspension days at the secondary level for students with disabilities.</p> |

| Topic | | De-escalation Techniques | | |
|----------------------------|-------------------|------------------------------------|-----------------|---------------------|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |

| | | | | |
|--------------------|------------------------------|--|--|---|
| Summers, yearly | PATTAN Staff, IU Staff | New Staff, Paraprofessional, Administrative Staff | On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups | <p>2008-2009</p> <p>There will be a decrease to 6, the number of out of school suspension days at the secondary level for students with disabilities.</p> <p>2009-2010</p> <p>There will be a decrease to 5, the number of out of school suspension days at the secondary level for students with disabilities.</p> <p>2010-2011</p> <p>There will be a decrease to 4, the number of out of school suspension days at the secondary level for students with disabilities.</p> |
|--------------------|------------------------------|--|--|---|

Personnel Development - PA NCLB Goal #3

Baseline Data:

The December 2007 Child Count shows that 20% of students with Autism spend 21% or less of their school day in special education settings.

Special and general education staff need more information about Autism Spectrum Disorders and effective academic, social, and behavioral interventions in general education settings.

Personnel Development Activities:

| Topic | | AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs | | |
|-----------------------------------|--|---|--|---|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Summers, school year | PATTAN Staff, IU Staff, Conference and workshop speakers | New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel | Workshops with Joint Planning Periods, Conferences | <p>2008-2009</p> <p>There will be an increase to 21% of students with Autism Spectrum Disorders being educated less than 21% of the time in special education settings.</p> <p>2009-2010</p> <p>There will be an increase to 22% of students with Autism Spectrum Disorders being educated less than 21% of the time in special education</p> |

| | | | | |
|--|--|--|--|--|
| | | | | <p>settings.</p> <p>2010-2011</p> <p>There will be an increase to 23% of students with Autism Spectrum Disorders being educated less than 21% of the time in special education settings.</p> |
|--|--|--|--|--|

| Topic | | | | |
|---|-------------------------------|---|---|---|
| Anticipated Training Dates | | | | |
| Training Partners | | | | |
| Training Participants and Audience | | | | |
| Training Format | | | | |
| Evidence of Results | | | | |
| ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs | | | | |
| <p>Summers, yearly</p> | <p>PATTAN Staff, IU Staff</p> | <p>Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p> | <p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups</p> | <p>2008-2009</p> <p>Paraeducators will evidence 20 hours of inservice training. There will continue to be 100% highly qualified teachers in the learning support program.</p> <p>2009-2010</p> <p>Paraeducators will evidence 20 hours of inservice training. There will continue to be 100% highly qualified teachers in the learning support program.</p> |

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|--|--|--|--|---|
| | | | | <p>2010-2011 Paraeducators will evidence 20 hours of inservice training. There will continue to be 100% highly qualified teachers in the learning support program.</p> |
|--|--|--|--|---|

Personnel Development - PA NCLB Goal #5

Baseline Data:

Teachers have received yearly training in transition concepts and IEP writing for transition age students. A new learning support teacher was hired at the beginning of the 2007-2008 school year. This additional staff person allows for a new transition curriculum to be implemented. The school district has a transition coordinator who, along with fellow special education teachers, attends transition trainings at PaTTAN and the Lincoln Intermediate Unit. Information is shared with administrators and teachers. Currently, data shows that up to 3% of students do not have training, employment, or secondary education goals after high school. Actual numbers will be investigated via survey format.

Personnel Development Activities:

| Topic | | TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult | | |
|---|--------------------------|--|--|---|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Yearly trainings, ongoing | PATTAN Staff, IU Staff | New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel | On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups | 2008-2009 |
| | | | | An additional 1% of students will be employed, be trained, or participate in post-secondary education after graduation. |
| | | | | 2009-2010 |
| An additional 1% of students will be employed, be trained, or participate in post-secondary education after graduation. | | | | |
| 2010-2011 | | | | |
| An additional 1% of students will be employed, be trained, or participate in post-secondary education after graduation. | | | | |

Behavior Support Services

Summarized School District Policy:

A Behavior Support program shall be developed for eligible students whose actual or anticipated behavior, as determined by the IEP team, is a manifestation of the student's disability. A Behavior Support program shall also be developed for those students who have been identified as seriously and emotionally disturbed.

The application of the Behavior Support plan shall not constitute a change in the student's educational placement.

It is imperative that causes of the student's behavior problems be addressed prior to the development of a Behavior Support program. In the Behavior Support plan, positive techniques must be used to improve the student's opportunity for learning and self-fulfillment.

The school district's policy on behavior support for students with disabilities reflects the following:

1. Positive techniques for the development, change and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures.

2. Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/her, to other students or to employees, and only when less restrictive measures and techniques have proven to be less effective. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP, employed as punishment for the convenience of staff or as a substitute for an educational program.

3. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed when specified by an IEP, as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

4. Parental consent is required prior to the use of highly restraining or intrusive procedures.

5. If deemed necessary, the Intermediate Unit may convene a Human Rights Committee to oversee the use of restraining or intrusive procedures and restraints.

6. The following aversive techniques of handling behavior may not be used in educational programs:

a. Corporal punishment.

b. Punishment for a manifestation of a student's disability.

c. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.

d. Noxious substances.

Behavior Support Practices

Psychologists and counselors have received inservicing regarding the need to provide psychological and school counseling support to students with IEPs. These supports are needed to avoid the necessity for more restrictive settings.

Teams from each building are given behavior support training. School teams, including the school psychologist, administrator, counselor, regular education, and special education teacher are receiving such training from the Lincoln Intermediate Unit on writing Functional Behavior Assessments and Behavior Support Plans. There is an expectation that such supports be added to IEPs when they are needed. Teams have also been trained in safe crisis management.

Personnel Development Activities:

| Topic | | Positive Behavioral Supports | | |
|-----------------------------------|--------------------------|--|---|--|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Summers, yearly | PATTAN Staff, IU Staff | New Staff, Paraprofessional, Instructional Staff, Administrative Staff | On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study | 2008-2009 There will be a decrease to 144 from 145 (in 2006-2007), the number |

| | | | | |
|--|--|--|--------|--|
| | | | Groups | <p>of out of school suspension days for students with disabilities at the secondary level.</p> <p>2009-2010</p> <p>There will be a decrease to 143 from 145 (in 2006-2007), the number of out of school suspension days for students with disabilities at the secondary level.</p> <p>2010-2011</p> <p>There will be a decrease to 142 from 145 (in 2006-2007), the number of out of school suspension days for students with disabilities at the secondary level.</p> |
|--|--|--|--------|--|

| Topic | | School-based Behavioral Health | | |
|----------------------------|------------------------|--|--|---|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Summers, yearly | PATTAN Staff, IU Staff | New Staff, Paraprofessional, Instructional Staff, Administrative Staff | On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups | <p>2008-2009</p> <p>There will be a decrease to 144, the number of out of school suspension days for students with disabilities at the secondary level.</p> |

| | | | | |
|--|--|--|--|---|
| | | | | <p>2009-2010</p> <p>There will be a decrease to 143, the number of out of school suspension days for students with disabilities at the secondary level.</p> <p>2010-2011</p> <p>There will be a decrease to 142, the number of out of school suspension days for students with disabilities at the secondary level.</p> |
|--|--|--|--|---|

| Topic | | De-escalation Techniques | | |
|----------------------------|------------------------|--|--|---|
| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
| Summers, yearly | PATTAN Staff, IU Staff | Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff | On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups | <p>2008-2009</p> <p>There will be a decrease to 6 from 7 (in 2006-2007), the number incidences of fighting at the high school.</p> <p>2009-2010</p> <p>There will be a decrease to 5 from 7 (in 2006-2007) , the number incidences of</p> |

| | | | | |
|--|--|--|--|--|
| | | | | <p>fighting at the high school.</p> <p>2010-2011</p> <p>There will be a decrease to 4 from 7 (in 2006-2007), the number incidences of fighting at the high school.</p> |
|--|--|--|--|--|

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

The school district operates learning support programs. Students needing to receive specially designed instruction in such settings often have needs such as reading decoding problems due to dyslexia or learning math due to dysgraphia. Our learning support teachers serve students of almost every disability. Additionally, regular education teachers also serve students of almost every disability. The need for the use of the learning support classroom is limited to those students who need intensive supports to allow them to achieve to their greatest potential. The learning support teachers do not teach replacement curriculums. This, and next year, the school district is reducing the need for special education social studies and science classes. Consideration for placement in special education settings is only considered when the use of supplementary aides and services are not satisfactory in helping the student to make progress. The learning support teachers use specialized and regular curricular program materials.

Access to the regular education curriculum in the learning support environment is needed for several reasons. Students who receive reading instruction in the learning support classroom often also continue to spend time in language arts in the regular classroom. Additionally, students receiving reading instruction in the learning support classroom at all levels are exposed and expected to use regular curricular materials in those classrooms. Specialized reading materials are used (e.g., Project Read Phonology), however, access to the regular education curriculum is omnipresent. The Lincoln Intermediate Unit (LIU) serves students with the most significant disabilities and operates support classes (e.g., emotional support, life skills support). Most students needing such intensity of services are placed after preschool (or as move-in students).

Here is an example of a student requiring more restrictive settings (e.g., hearing impaired support classroom for most of the school day): The student has a hearing impairment and C.H.A.R.G.E. syndrome affecting him physically and academically. He is in first grade. The student has behaviors which require behavior intervention support from his personal care aide. Additionally, the student has had surgeries requiring that a nurse be available to assist him. The student receives additional services from the Kennedy Krieger Institute. The student benefits from the intensity of services offered by the Lincoln Intermediate Unit's Hearing Impaired program, 1:1 aide, and other supplementary supports and services.

Here is an example of the use of supplementary aides and services which allow a student with multiple disabilities to spend the vast majority of her school day in general education settings at the high school: The student has multiple physical and mental and medical disabilities. She is losing her sight as well. The student needs a 1:1 personal care aide at all times for self-care and for instruction. The student receives speech, hearing, vision, occupational, and physical therapy services, in addition to medical services outside of school. She needs many assistive devices.

Local Continuum of Supports and Services

The school district offers the full continuum of services for students with disabilities. This continuum includes:

1. Regular education support and supplementary aides and services: The school district's differentiation of instruction goal attempts to ensure that all students receive appropriate instruction before the need for referrals for testing arises.
2. Instructional support process: This process ensures that adaptations are made for students who are having academic or behavioral difficulties.
3. The school district operates learning support classrooms: Students are served in this setting between 1 and 60% of the time. This is a drastic change from previous years and the result of both the Gaskin's Action Plan, LRE Improvement Plan, and school district inclusion goal. Other specialized settings such as Emotional Support, Life Skills Support, Autistic Support, and other support classrooms are operated by the Lincoln Intermediate Unit.
 - Itinerant level of special education services: Specially designed instruction in the regular classroom and general school environment helps to ensure that students remain with their non-disabled peers to the extent possible. Services are provided by learning support teachers, paraprofessionals, speech, and other clinicians. Related services are often provided in regular education setting. An itinerant level of support may also include a minor amount of time in a special education classroom or setting (e.g., speech clinician's room).
 - Supplemental level special education provides specially designed instruction for one or more special education classes (e.g., reading, mathematics).
 - Full-time level of special education provides specially designed instruction in special education settings for a greater part of the school day.
4. Programs and services are available that are provided out of the regular school building (e.g., York Learning Center) by the Lincoln Intermediate Unit.
5. Other settings are also available to students with disabilities. Residential treatment programs have been used to support students with disabilities. While the school district has no students at this time who were recommended by the district for such settings, county agencies have placed some of our students for various reasons to Residential Treatment Facilities (RTFs). For example, county Mental Health/Mental Retardation and Children's Services agencies place children in (RTFs). We had one student who was placed at the Western Pennsylvania School for the Deaf.

Expansion of Continuum of Supports and Services

The Gaskin's Action Plan and school district inclusion goal guides the school district in regard to general inclusion initiatives. To ensure that a continuum of services continues, the school district is committed to providing a continuum of services depending on individual needs. The school district continues to examine methods and materials needed to provide supplementary aides and services in general education classrooms.

Progress of students with disabilities on their IEPs and in the general education classroom assists in determining needs. Progress monitoring is used as well as systems to progress in the general classrooms. K-12 Systems is an online program that reports to teachers and parents progress on a daily and weekly basis and reflects each student's grades, projects, quizzes, assignments, etc. The high school also uses a reporting system to track the efficacy of specially designed instruction and progress on goals related to the general education classrooms.

IEP meetings often result in recommendations for resources needed to support individual students. For example, an IEP meeting resulted in the acquisition of a product called, "Zoom Text" which enlarges print on computer screens. This product is for a student who is going blind and is integrated into general education classrooms for the majority of the school day. Another example is in the purchase and use of a large number of frequency based sound field systems.

At the high school, adapted testing procedures for students with disabilities have been made less obvious, to avoid the possibility that students with disabilities feel "singled out". In the past, a testing center was established to allow students to go there to take tests. Students are given a test at the same time as their peers (this may be modified for them) or tests are read to the entire class (not just for students with disabilities). Other options also exist in this regard. For instance, high school special education and regular education teachers applied for and were granted a Gaskin's Inclusion Mini-grant. Monies were used to purchase an electronic classroom testing system. This system allows for immediate and anonymous individualized responses to test questions. Each year, the Assistant to the Superintendent submits a budget that includes possible unanticipated expenditures for supplementary aides and services, such as staffing, technology, adaptive furniture, specialized instructional materials, etc. Each year, such resources are acquired as is needed and determined by IEP teams.

Speech therapists and a speech aide work with groups of students with and without disabilities, particularly at the elementary level. The purpose of these activities is to provide related services in the least restrictive environment, reduce the number of possible referrals for speech testing, teach regular education teachers strategies to use for students with and without disabilities with problems with speech, and increase the amount of communication and modeling of good speech among students.

School counselors hold a variety of social skills groups to teach students with and without disabilities good interaction skills. At the elementary level, guidance counselors teach guidance lessons relating to appropriate interactions and appropriate behaviors. Targeted issue groups have been held with students with and without disabilities. It is believed that

these sorts of groups help students stay and be successful in school.

School Psychologists have run groups such as anger management groups at the high school for students with and without disabilities. School psychologists provide information to staff regarding: how to help students achieve academically and how to help students interact appropriately with their peers. Additionally, school psychologists provide recommendations for specially designed instruction and differentiation of instruction in their evaluation reports. They also provide suggestions for differentiation of instruction for students not found eligible for services.

Assistive technology has been a key component in helping an academic high achieving student with physical disabilities to communicate with his peers. He uses a Pathfinder device, as well as a laptop, desktop computer, scanner and specialized software. The Pathfinder allows the student to communicate in all settings. He is in all academic classes and in after school activities such as student council. The student is fully included and enjoys many friends. His 1:1 aide helps him program his Pathfinder and keep all of his technology devices working together properly.

Nursing services are provided to a number of students with disabilities. For example, many students take medication to help them with their anxieties relating to interacting with others. Medication also helps many of our students to maintain behavioral control. Additionally, nurses assist those with and without disabilities with self-catherization, feeding tubes, etc. All other related services are available should there be a student who needs these supports.

Interagency meetings are held for difficult to place students. The Lincoln Intermediate Unit is also part of developing programs for students with very unique learning needs.

Program Profile

| ID | OPR | Location / Building Name | Bldg Grade | Bldg Type | Type of Support | Type of Service | Low Age | High Age | Case load | Tchr FTE |
|----|-----|---------------------------------|------------|-----------|-----------------|-----------------|---------|----------|-----------|----------|
| - | SD | Baresville Elementary | E | GE | R | LS | 5 | 7 | 15 | 1 |
| - | SD | Baresville Elementary | E | GE | R | LS | 6 | 7 | 15 | 1 |
| - | SD | Baresville Elementary | E | GE | R | LS | 7 | 9 | 15 | 1 |
| - | SD | Baresville Elementary | S | GE | I | SLS | 5 | 10 | 17 | .25 |
| - | IU | Baresville Elementary | E | GE | PT | LSS | 8 | 10 | 15 | 1 |
| - | SD | E.H. Markle Intermediate School | M | GE | R | LS | 12 | 14 | 18 | 1 |
| - | SD | E.H. Markle Intermediate School | M | GE | R | LS | 11 | 13 | 17 | 1 |
| - | SD | E.H. Markle Intermediate School | M | GE | R | LS | 13 | 15 | 17 | 1 |
| - | SD | E.H. Markle Intermediate School | M | GE | R | LS | 12 | 14 | 18 | 1 |
| - | SD | E.H. Markle Intermediate School | M | GE | R | LS | 11 | 13 | 19 | 1 |
| - | SD | E.H. Markle Intermediate School | M | GE | R | LS | 12 | 14 | 19 | 1 |
| - | SD | E.H. Markle Intermediate School | M | GE | R | LS | 13 | 14 | 18 | 1 |
| - | IU | E.H. Markle Intermediate School | M | GE | PT | LS | 12 | 15 | 15 | 1 |
| - | IU | E.H. Markle Intermediate | M | GE | PT | LS | 12 | 15 | 15 | 1 |

| | | | | | | | | | | |
|---|----|---------------------------------|---|----|----|-----|----|----|----|-----|
| | | School | | | | | | | | |
| - | IU | E.H. Markle Intermediate School | M | GE | I | SLS | 12 | 15 | 17 | .5 |
| - | SD | Manheim Elementary | E | GE | I | SLS | 5 | 10 | 16 | .25 |
| - | SD | Park Hills Elementary | E | GE | R | LS | 6 | 7 | 18 | 1 |
| - | SD | Park Hills Elementary | E | GE | R | LS | 8 | 9 | 18 | 1 |
| - | SD | Park Hills Elementary | E | GE | R | LS | 9 | 10 | 18 | 1 |
| C | SD | Park Hills Elementary | E | GE | R | LS | 10 | 10 | 18 | 1 |
| - | SD | Park Hills Elementary | E | GE | I | SLS | 5 | 10 | 40 | 1 |
| - | SD | South Western High School | S | GE | PT | LS | 13 | 16 | 15 | 1 |
| - | SD | South Western High School | S | GE | I | LS | 14 | 17 | 18 | 1 |
| - | SD | South Western High School | S | GE | I | LS | 15 | 17 | 19 | 1 |
| - | SD | South Western High School | S | GE | I | LS | 15 | 19 | 20 | 1 |
| - | SD | South Western High School | S | GE | I | LS | 14 | 18 | 22 | 1 |
| - | SD | South Western High School | S | GE | I | LS | 15 | 19 | 22 | 1 |
| - | IU | South Western High School | S | GE | PT | LS | 14 | 18 | 15 | 1 |
| - | IU | South Western High School | S | GE | PT | LS | 17 | 21 | 15 | 1 |
| - | IU | South Western High School | S | GE | I | SLS | 15 | 19 | 5 | .20 |
| - | SD | South Western High School | S | GE | I | SLS | 16 | 16 | 1 | .5 |
| - | SD | West Manheim Elementary | E | GE | R | LS | 5 | 7 | 18 | 1 |
| - | SD | West Manheim Elementary | E | GE | R | LS | 6 | 8 | 18 | 1 |
| - | SD | West Manheim | E | GE | I | SLS | 5 | 10 | 40 | 1 |

| | | | | | | | | | | |
|---|----|----------------------------|---|----|---|----|---|----|----|---|
| | | Elementary | | | | | | | | |
| N | SD | West Manheim Elementary | E | GE | I | LS | 9 | 10 | 18 | 1 |

Justification: Speech and language support services provided in small groups within legal age range limits. Speech pathologists work with students of all elementary ages in assigned buildings.

Support Staff (District)

| ID | OPR | Title | Location | FTE |
|-----------|------------|-----------------------------------|------------------------------|------------|
| - | SD | Assistant to the Superintendent | District-wide | 1.00 |
| - | SD | Special Education Support Teacher | District-wide | 1.00 |
| - | SD | Instructional Support Teacher | Elementary and Middle School | 3.50 |
| - | SD | Psychologists | District-wide | 2.00 |
| - | SD | Personal Care Aides | District-wide | 5.20 |
| - | SD | Classroom Aides | District-wide | 8.00 |

Contracted Support Services

| ID | IU / Agency | Title / Service | Amount of Time per Week |
|-----------|---------------------------|-------------------------------------|--------------------------------|
| - | Lincoln Intermediate Unit | Interpreter | 10 Hours |
| - | Lincoln Intermediate Unit | Audiologist | 1 Hours |
| - | Lincoln Intermediate Unit | Orientation and Mobility Specialist | 2 Hours |
| - | Lincoln Intermediate Unit | Physical Therapist | 5 Hours |

