

Greenwood SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

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

Planning Committee

Name	Role
Michele Dubaich	Administrator : Professional Education Special Education
Jeff Kuhns	Administrator : Professional Education Special Education
Barbara Sheaffer	Administrator : Professional Education Special Education
Adam Sheaffer	Community Representative : Professional Education Special Education
Emily Weger	Community Representative : Professional Education Special Education
Jenna Alba	Ed Specialist - School Counselor : Special Education
Jennifer Schweikert	Ed Specialist - School Psychologist : Special Education
Laura Keener	Elementary School Teacher - Regular Education : Professional Education Special Education
Melissa O'Toole	Elementary School Teacher - Special Education : Special Education
Brian Tomko	High School Teacher - Regular Education : Professional Education Special Education
Angela Ehrhart	High School Teacher - Special Education : Professional Education Special Education
Chelsea Nastasi	Middle School Teacher - Regular Education : Professional Education Special Education
Arielle Schreffler	Middle School Teacher - Special Education : Special Education
Amy Corcelius	Parent : Professional Education Special Education

Tiffany Preston

Parent : Professional Education Special
Education

Core Foundations

Special Education

Special Education Students

Total students identified: 125

Identification Method

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

Currently the district utilizes the "discrepancy model" for identification of students with Specific Learning Disabilities. A school psychologist conducts ability and achievement testing as part of the process of identification of a student with a specific learning disability. The guidelines provided by the state for the determination of a Specific Learning Disability are followed by the multidisciplinary team in the determination of a student's eligibility. Prior to the evaluation process, though, the district implements a pre-referral intervention plan through the Child Study Team. During the Child Study Team process, additional classroom based assessment data and benchmarking data are monitored to determine the child's response to the additional interventions put in place.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

No significant disproportionalities are noted in any disability categories between the Greenwood School District and the state enrollment.

The district enrollment for students identified with autism is 12.0% compared to the state enrollment of 11.3%. Due to the small district size and small number of students receiving special education services, this difference would equal less than one student. All students identified with this disability have met state guidelines for the identification.

The district enrollment for students identified with speech/language impairment is 20.0% compared to the state enrollment of 14.3%. All students with this disability have met state guidelines for the identification.

Non-Resident Students Oversight

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

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

2. Greenwood provides evaluation reports, re-evaluation reports and IEP's to the host school district to facilitate a smooth transition of special education programs from the resident district to the host district and to ensure the continued provision of special education supports that match the student's needs. Greenwood also continues to communicate with the host district or intermediate unit regarding changes or updates to programming. When provided with notification of meetings, the Greenwood School District attempts to participate in any Re-evaluation or annual IEP's meetings.

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

Incarcerated Students Oversight

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

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

process to provide an ongoing exchange of information with the correctional institutions so that appropriate programming could be developed for students under 21 years of age.

Least Restrictive Environment

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

1. Least Restrictive Environment

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

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

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

Examples of instructional: Direct, explicit supplemental instruction in reading using researched based methods; test modifications; accelerated labs to preteach and to review skills and concepts; testing accommodations; Project Based Learning - performance based tasks incorporating 21st century skills - 4C's of collaboration, creativity, communication, critical thinking; providing alternate ways for students to demonstrate learning (presentations, use of technology, etc.); providing curricular goals that are modified; opportunities for additional practice to master skills; repetition and/or

restating of directions; oral presentation of material (articles, texts, tests); large print; alternate computer, chrome book or iPad access.

Examples of physical: preferential seating; specialized seating (exercise balls, seat cushions); flexible seating arrangements - alternatives to traditional desk seating (standing desks, variety chair styles & heights, beanbags, etc.); adaptive equipment -utensils, bowls, writing utensils; structural aids- trays, wheelchair accessibility; standers, wheelchairs, swing; use of sensory tools (stress balls, Velcro, "fidgets")

Examples of social behavioral: Implementing direct instruction schoolwide in social emotional learning; Implementation of district wide (K-12) Positive Behavior Intervention and Supports (PBIS) - ROAR program (be respectful, organized, achievers and responsible/safe); direct instruction in "Just Right Bodies" - what a student should demonstrate with eyes, ears, hands, and feet. Direct instruction in "zones" of activity and helping students determine what level they need to be for the current school task; direct instruction in social skills; use of visual schedules; pre-announcing changes to schedules; use of cooperative learning activities; providing choices; classroom and individual behavior plans; modifications of expectations in the classroom.

2. Programs, Evidence Based Models, Initiatives

Project Based Learning

Greenwood has a district wide initiative to utilize performance-based tasks and projects. As teachers design project-based learning opportunities they are encouraged to focus on the develop of 21st century skills for their students. The teachers want to target student growth in the 4C's - collaboration, creativity, communication and critical thinking. The staff participated in a district wide book study. In addition to teachers and staff attending outside trainings on PBL's, in district coaching and mentoring of this initiative has been in place.

Technology

The use of technology continues to increase throughout the district. The district has 1:1 initiative for technology. K-3 students are each provided with an iPad and students in grades 4-12 each are assigned their own Chromebook. Some students in grades 4-12 may, in addition to or in place of, be assigned an iPad if the team determines this device better meets student needs. Schoology has been added as the learning management system for the district. Parents and students have constant access online to grades, teacher feedback, assignment information and resources and messaging to teachers/staff in the district. In grades K-3, Seesaw is used to supplement the Schoology learning management system. The use of the technology has assisted the district in a focus on universal design for learning. Material and content can be presented in a variety of modalities. For examples students use Bookshare or accessibility features on their devices to have audio presentation of text. Technology has also served as a tool to assist teachers in assessing and instructing within the practice of flexible grouping and to provide instruction in a blended learning model. Schoology serves as a learning platform to offer more blended opportunities between cyber and in-person instruction. Greenwood also offer cyber opportunities through the Capital Area Online Learning Academy (CAOLA) and on-line AP courses.

Transition

Transition has been a strong focus as part of the IEP process for students who reach the age of 14. The district is expanding school to career opportunities as Greenwood develops a 3-3-9 plan for students in grades k-12. As part of the Greenwood Career Pathways plan, students in grades K-5 will focus on career exploration. In grades 6-8 students will add career experiences in addition to continuing with career exploration. By grade 9-12, students will add opportunities to pursue careers while still exploring careers and gaining career experiences. Smart Futures is the tool the district plans to use to collect artifacts from grades K-12 as student explore, experience and pursue careers. Outside agencies such as MH/IDD, OVER and ESDI participate in IEP team meetings and add another level of support for career exploration and services both while the students are still in in high school and post-graduation. The district has added certificate opportunities for students, in addition to the technical training and certificates available through vocational technical programming. Certificate expansion will include heavy machinery operation, cyber security and tech support (Nupath) Dual enrollment partnerships have developed with Harrisburg University,

Lackawanna College and Messiah University. Some of the dual enrollment courses include health occupations, business law, hospitality and tourism, marketing, nutrition in addition to many science, math, history and English classes. The district is expanding coding at the elementary, middle and high school levels in coursework and clubs. All 8th graders will now have the chance to receive a basic coding course.

Co-teaching

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

Accelerated labs

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

Smaller structured study halls

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

Supplemental instruction

Some students still require specialized or direction instruction in basic math, reading and writing skills in grades 6-12. When this direct instruction is required, the district attempts to offer this as a supplemental rather than a replacement class. The student would receive this instruction in addition to, not instead of, participation in the regular education Reading Language Arts/English or math classes. For example, if a student is struggling to successfully decode grade level material fluently, supplementary aides and supports will be utilized in the English or Language Arts class in the regular education setting. This would then be paired with direct instruction to continue to teach the specific reading skills that would allow the student to make progress toward deficits in basic reading skills. Multi-sensory structured language instruction is provided in the district using Foundations in Grades K-3 and Wilson and Just Words programs in Grades 2-12.

Early Intervention

The United Way partnership began during the 2019-20 school year. Greenwood provided classroom space to house a pre-k classroom for (3-5 year olds). The district and the United Way are considering an additional pre-k class at Greenwood for the 2020-2021 or 2021-2022 school years.

Trainings

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

Coteaching training was completed at the elementary level, middle school and high school levels. After a co-teaching seminar, the teachers received yearlong coaching to enhance their coteaching practices. Post observation meetings provided ongoing feedback.

3. SSP – Indicator 5.

The Greenwood School District met the SPP target for SE inside regular class 80% or more. The Greenwood school district is at 74.6% while the state is at 61.5% and the SPP target is at 64.1%. For SE Inside the Regular Class Less than 40% the district was at 10.3% while the state was at 9.4%. For SE in other settings, the district was at 3.2%, below the state percentage of 4.8% and the SPP target of 4.6%.

Students placed outside the district: Decisions on placement options are made by the IEP team and are based on a student's present level information and the success of the student with the supplemental aids and supports in the regular education setting. More restrictive placements can be considered when a student needs the additional supports in order to be successful and to make progress toward goals. All options to provide services in the district are exhausted prior to consideration outside the district. Currently less than 5 students receive services outside of the district, some of which are 1306 students, currently residing in facilities outside of the district.

Behavior Support Services

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

1. School Wide Positive Behavior Supports and District policy on behavior support services

Positive Behavior Support and Instruction

Greenwood Elementary School has been utilizing school wide positive behavior support for multiple years. During the 2019-20 school year, the district obtained a grant for additional training and data collection to expand this program into the middle school and high school levels. Through the grant, a trainer was provided to the district to ensure meaningful development of the program at the MS/HS levels. Surveys and early data collection along with additional teacher training were provided and will continue during the upcoming school years. The district uses the acronym ROAR for desired behaviors.

R – respectful

O – organized

A – achievers

R – responsible and safe

At the elementary level, teachers and guidance counselor provide direct instruction in the desired

behaviors. Students receive “paw print” incentives as recognition for demonstrating behaviors that embody ROAR. On Mondays at the elementary level and Wednesdays at the MS/HS level, building wide meetings are held to celebrate positive behaviors and happenings.

The district also plans to expand social emotional learning into the curriculum. The district is exploring programs such as “Ruler” along with other evidence-based approaches to each emotional intelligence.

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

Positive Behavior Support

Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student’s or eligible young child’s opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

Positive behavior support plans

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

Restraints

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

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

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

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

2. Training

The Greenwood School District will continue to provide support and training for the appropriate staff in the district on the use of Positive Behavior Supports. Professional development opportunities and resources will be provided in conjunction with the Capital Area Intermediate Unit and PATTAN along with other agencies including CASSP, Newport Family Counseling, Children and Youth, CPARC, and Family Based Services. The local consortium of school districts (Greenwood, West Perry, Newport and Susquenita) also provide trainings for parents and staff in various areas of special education, including behavior supports. The district has an inhouse safe crisis management trainer. Training has been provided to appropriate staff and will continue to be supported for initial and renewal of safe crisis management training. Training in de-escalation techniques will continue to be a focus of this training. School wide positive behavior supports continue to be updated and reviewed with the faculty, staff and parents. Positive Behavior Instruction and Support training was provided for staff K-12 as the district implemented PBIS district-wide. These trainings will continue as the district continues to adjust the plan based on ongoing data and survey.

3. School Based Behavioral Health Services

The Greenwood School District works cooperatively with Newport Family Counseling to provide on-site services. This opportunity allows students and families to access services and meet with a therapist from Newport Family Counseling at the Greenwood Elementary Building. On site counseling helps to eliminate barriers such as transportation to off-site counseling or disruption caused by missing school for counseling sessions. The district contract with the CAIU for students who need social work services as part of their IEP. Greenwood also works closely with outside agencies providing behavior health services. With parent permission, those agencies are included in IEP team meetings and coordination between school and agency services is encouraged.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within

the LEA. Include an overview of services provided through interagency collaboration within the LEA.

3. Discuss any expansion of the continuum of services planned during the life of this plan.

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

2. Greenwood has worked to expand the services that can be provided in district. Our levels of meaningful inclusion of students with disabilities in the regular education classroom is an SPP target that the district continues to meet. Co-teaching and regular education teacher training have helped the district be able to provide many services in the regular education setting. Many of our students identified with autism and emotional disturbance now receives special education supports in the district rather than an outside of the district placement. We have been able to return many students who received emotional support in a consortium placement to services in the district.

Multiple disability supports are now provided in district. Greenwood also has deaf and hard of hearing supports that are provided in district through a Greenwood teacher. For low incident disabilities or for the students who need more intensive supports than are available in district, Greenwood utilizes the resources within the Perry County consortium (Newport, West Perry, Susquenita school districts) and the Intermediate Unite to explore available placements and options. The Perry County consortium schools have provided a range of services to meet the needs of students with intensive needs in the areas of more intensive autism or emotional disturbance. The district works with the various mental health agencies to collaborate and provide a coordination of educational services and mental health services. For some low incident students, the district has had to utilize services through the Capital Area IU. For students with significant behavior or emotional needs, the district has used Soaring Heights Mifflintown, Hill Top Academy (CAIU), Capital Academy and New Story - Selinsgrove. The goal is to work to return students to services in district as soon as possible based on IEP team decisions.

3. Life skills, MDS and more ES supports are offered now in district. Autism training and support continue to expand in the district especially at the itinerant level. The district had considered expanding the emotional support services offered in district and will continue to review this option. The district is aware of the expansions of the continuum of services that are being planned by consortium districts to allow the service of these students in neighboring districts.

Assurances

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Soaring Heights	Approved Private Schools	Emotional Support	1
Newport School District	Neighboring School Districts	Emotional Support	1
New Story	Approved Private Schools	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2018

Reason for the proposed change: Larger room became available. Current room is smaller and joined to library. The current space would now be used for project based learning and media projects through the media center/library.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	40	0.65
Justification: The speech clinician only sees students in age appropriate groups.				
Locations:				
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	13	0.2
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 20	9	0.15
Justification: The speech clinician only sees students in age appropriate groups.				
Locations:				
Greenwood	A Junior/Senior High School	A building in which General Education		

MS/HS	Building	programs are operated		
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Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2016

Reason for the proposed change: 5th grade team would be able to open classroom walls for large group activities. New classroom for special education class is closer now to main stairwell and provides access to an interactive white board that was not in previous classroom.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	13	0.5
Justification: There would not be an age range greater than 3 years within any instructional group.				
Locations:				
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	1	0.2
Justification: There would not be an age range greater than 3 years within any instructional group.				
Locations:				
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 10	1	0.3
Justification: There would not be an age range greater than 3 years within any instructional group.				
Locations:				
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 11, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	14	0.6
Justification: Although the teacher provides services to student with an age range greater than 3 years, there would not be an age range greater than 3 years within any instructional group. Exceeding the age range requirements is for valid educational purposes and information regarding the educational needs is addressed in the IEP.				
Locations:				

Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 12	1	0.2
Justification: Although the teacher provides services to student with an age range greater than 3 years, there would not be an age range greater than 3 years within any instructional group. Exceeding the age range requirements is for valid educational purposes and information regarding the educational needs is addressed in the IEP.				
Locations:				
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 12	1	0.2
Justification: Although the teacher provides services to student with an age range greater than 3 years, there would not be an age range greater than 3 years within any instructional group. Exceeding the age range requirements is for valid educational purposes and information regarding the educational needs is addressed in the IEP.				
Locations:				
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 26, 2020

Reason for the proposed change: IEP team determined student would benefit from supplemental level of supports

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	1	0.1
Justification: Age of students would not exceed three years in an instructional group..				
Locations:				
Greenwood Elem	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 12	5	0.2
Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood Elem	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 12	1	0.2

Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	3	0.3
Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	1	0.2
Justification: Although the teacher provides services to student with an age range greater than 3 years, there would not be an age range greater than 3 years within any instructional group. Exceeding the age range requirements is for valid educational purposes and information regarding the educational needs is addressed in the IEP.				
Locations:				
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 26, 2020*Reason for the proposed change:* IEP team determined student would benefit from supplemental level of supports**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	1	0.1
Justification: Age of students would not exceed three years in an instructional group..				
Locations:				
Greenwood Elem	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 12	5	0.2
Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood Elem	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 12	1	0.2

Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	3	0.3
Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	1	0.2
Justification: Although the teacher provides services to student with an age range greater than 3 years, there would not be an age range greater than 3 years within any instructional group. Exceeding the age range requirements is for valid educational purposes and information regarding the educational needs is addressed in the IEP.				
Locations:				
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 11, 2016*Reason for the proposed change:* One student moved into the district receiving itinerant autism support and learning support.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 15	12	0.5
Justification: Students who exceed the permitted age range are not in the same classroom at the same time				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 15	1	0.1
Justification: Students who exceed the permitted age range are not in the same classroom at the same time.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Emotional Support	11 to 16	2	0.2
Justification: Students who exceed the permitted age range are not in the same classroom at the same time.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 14	1	0.2
Locations:				
Greenwood MS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 26, 2020*Reason for the proposed change:* updated rosters**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 18	12	0.5
Justification: Instructional groups of students do not exceed 4 years.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 17	1	0.2
Justification: Students do not receive instruction in instructional groups that are greater than 4 years age range.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 17	1	0.1
Justification: Students do not receive instruction in instructional groups that exceed and age range of 4 years.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	2	0.2

Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 26, 2020*Reason for the proposed change:* updating rosters**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	12	0.7
Justification: Age of students would not exceed three years in an instructional group..				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 17	1	0.2
Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 17	1	0.1
Justification: Students with age range greater than 4 will not receive instruction in the same group or classroom				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 20	12	0.47
Justification: Age of students would not exceed three years in an instructional group.				

Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 20	1	0.1
Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 20	5	0.16
Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 20	1	0.1
Justification: Age of students would not exceed three years in an instructional group..				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 20	1	0.17
Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 11, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Deaf and Hearing Impaired Support	13 to 18	3	0.65
Justification: Students with age range greater than 4 will not be together for instructional purposes.				

Locations:				
Greenwood Elem	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	13 to 15	1	0.35
Locations:				
Greenwood Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Reason for the proposed change:* updated rosters**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 20	11	0.75
Justification: Students with age range greater than 4 will not be together for instructional purposes.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 15	1	0.25
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Reason for the proposed change:* updated rosters**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 20	11	0.75
Justification: Students with age range greater than 4 will not be together for instructional purposes.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 15	1	0.25
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 11	1	0.05
Locations:				
Greenwood Elem	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 17	1	0.05
Locations:				
Greenwood High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

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

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Intermediate Unit	3.25 Hours
Therabilities Inc. (Occupational Therapy)	Outside Contractor	2.11 Days

Social Work	Intermediate Unit	0.5 Hours
Positive Behavior Support	Intermediate Unit	0.5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Provide training to staff (including teachers and instructional aides) and parents on updated research, strategies, instructional practices and resources in the area of Autism.
Person Responsible	Special Education Coordinator
Start Date	7/31/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	15
Provider	Special Education Coordinator and Capital Area I.U.
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Participants will learn about common characteristics of students identified with Autism, methods of instruction and strategies. Participants will gain additional information of the inclusion of students with autism in the LRE.
Research & Best Practices Base	Participants will gain information about most recent research through articles and publications in the area of Autism. Sources for research and best practices will include staff and resources through the CAIU and PATTAN as well as the annual Autism Conference (PSU).
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking	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.

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

Behavior Support

Description	Continue to provide training on the use of school wide positive behavior supports and de-escalation techniques. Safe Crisis Management trainings/re-certifications will be provided by a certified in-district trainer. On site training will be provided to special education teachers, regular education teachers, administrators, paraprofessionals and offered to parents on the used of positive behavior supports and de-escalation strategies. School wide positive behavior instruction and support trainings will be provided for teachers K-12 by
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	the trainer from the PBIS grant.
Person Responsible	Special Education Coordinator
Start Date	7/31/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	5.0
# of Sessions	5
# of Participants Per Session	10
Provider	Neighboring School District trainer and the CAIU
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Increase understanding and application of school wide positive behavior supports and de-escalation strategies.
Research & Best Practices Base	Resources for research and best practice will be obtained through certified trainers, CAIU and PATTAN.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p>

	Paraprofessional Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Portfolio

Paraprofessional

Description	A minimum of twenty hours of training per year, related to the assigned duties of paraprofessionals will be offered. Much of the training is included in their contracted work days. Paraprofessionals are provided the opportunity to obtain training on topics that directly relate to their jobs. These topics will include: Autism, reading (word study, decoding, comprehension strategies), technology, Universal Design for Learning, positive behavior supports/de-escalations strategies, transition/school to career, FERPA/HIPPA, suicide prevention and child abuse trainings, trauma informed classroom training. Special Education updates and regulations, co-teaching/collaborative practices, inclusion and progress monitoring, life skills, deaf/blind. Paraprofessionals will keep a log of hours for each training and will turn in the log to the special education coordinator at the end of each school year. Trainings will be a combination of on-site trainings and on-line trainings. On-line trainings will focus on the Paraeducator training series offered through PATTAN.
Person Responsible	Special Education Coordinator
Start Date	7/30/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	8
# of Participants Per Session	14
Provider	Special Education Coordinator and CAIU trainers
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Provide updated information on a variety of topics including, but not limited to: Autism, reading (word study, decoding, comprehension strategies), StepWise - curriculum modifications, SAS website/standards, assistive technology, Universal Design for Learning, positive behavior supports/de-escalations strategies, transition/school to career, FERPA/HIPPA, Special Education updates and regulations, co-teaching/collaborative practices, inclusion and progress monitoring.trauma informed classroom and school practices.
Research & Best Practices Base	PDE, PATTAN and the CAIU provide resources for reseach and best practice which serve as the basis of these trainings.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p>

Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Workshop evaluations
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Reading

Description	Provide yearly review and training in K-3 word study program (Foundations) that has been adopted by the district as part of the continuum of programs for multisensory structured language instruction. Provide training for new special education staff to the district in intensive reading programs of Just Words (Gr. 4-12) and Wilson Reading (Gr. 12). Additional literacy trainings will include a focus on comprehension strategies, fluency, vocabulary instruction, differentiation of text, close reading and reading/writing across the curriculum.
Person Responsible	In district trainer for Wilson Language programs
Start Date	7/30/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	5.5
# of Sessions	10
# of Participants Per	8

Session	
Provider	In district trainer certified through Wilson Language Training
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Increase participants knowledge of strategies for word study instruction including - phonics, phonemic awareness, application of decoding and encoding skills to multisyllabic words, prefixes, suffixes and roots, vocabulary, fluency and comprehension strategies. Include use of progress monitoring tools
Research & Best Practices Base	Best practices follow current reading research through What Works Clearinghouse, National Reading Panel Research and other research and best practice sources such as the CAIU, PaTTAN and PDE.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides 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>
Training Format	Series of Workshops
Participant Roles	Classroom teachers Paraprofessional Parents
Grade Levels	Elementary - Primary (preK - grade 1)

	Elementary - Intermediate (grades 2-5)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p> <p>Coaching</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>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>

Transition

Description	The transition coordinator, special education coordinator and other MS/HS teachers will participate in trainings provided by PATTAN and the CAIU in areas that promote transition activities. The district will then develop transition plans in the students' IEP's that provide meaningful transition services. This continued training in transition and school to career activities is also part of the district focus to continually improve graduation rates and decrease drop out rates. The transition coordinator will also attend trainings with the guidance counselors and career coordinator on the 3-3-9 plan, development of Career Pathways, activities for career exploration, experiences and opportunities to explore careers.
Person Responsible	Special Education Coordinator
Start Date	7/30/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	4
# of Participants Per Session	6
Provider	IU or PaTTAN

Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Increase knowledge in the development of transition plans, transition assessments, resources and agencies to assist with the transition process and strategies for student engagement that will increase graduation rates and decrease drop-out rates.
Research & Best Practices Base	Research and best practices will be based on resources and staff from PDE, PaTTAN and the CAIU.
For classroom teachers, school counselors and education specialists	<p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>School counselors</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>

	<p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Workshop evaluations</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Portfolio</p> <p>Review of graduation and drop-out rates, review of post-secondary survey information</p>

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer