

Penns Manor Area SD

**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

---

## Demographics

6003 Route 553 Hwy  
 Clymer, PA 15728  
 (724)254-2666  
 Superintendent: Daren Johnston  
 Director of Special Education: Kimberly Rode

## Planning Committee

Name	Role
Michelle Dolges	Administrator : Professional Education Special Education Schoolwide Plan
Julie Thomas	Ed Specialist - Other : Special Education
Gretchen Prebish	Elementary School Teacher - Special Education : Professional Education Special Education
Kimberly Bodek	High School Teacher - Special Education : Special Education
Julie Miller	Parent : Professional Education Special Education
Kimberly Rode	Student Services Director/Specialist : Professional Education Special Education Schoolwide Plan

# Core Foundations

---

## Special Education

### *Special Education Students*

Total students identified: 170

### *Identification Method*

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

The Penns Manor Area School District utilizes the discrepancy model to identify students with specific learning disabilities. However, typically there is a lot of data collected before students are even referred for an evaluation.

Process followed by the LEA:

Students who are having difficulty in any area, including but not limited to academic, behavioral, social/emotional, physical, speech or language, are referred to Elementary Student Assistance (ESA) at the elementary school or the Student Assistance Program (SAP) at the high school. These teams are comprised of the LEA, the building principal, school guidance counselor(s), school psychologist, and general and/or special education teachers who work directly with the student of concern.

The team reviews student records, discusses student performance, and develops a short term plan to address the needs identified. Goals to address each need and interventions to work toward the goals are agreed upon. Interventions are put into place for approximately 30 days. In cases where it is warranted, a Behavioral Specialist from IU28, and/or outside agencies with proper releases in place, may also be included in gathering data and developing the short-term plan. The interventions put in place are designed to address the student's needs within the regular education classroom and curriculum.

After the intervention period, the team reconvenes with the parents to determine if the goals were met. Interventions that are successful will continue or be revised so that the student will continue placement in general education. If the student has not made sufficient progress, the team will either change the interventions for another 30 days or refer for an evaluation.

Parents always have the option to begin the multi-disciplinary evaluation (MDE) process at any time. The LEA immediately begins the MDE process when requested by the parent. Parents are presented with Permission to Evaluate and Procedural Safeguards when they request their child be evaluated.

All of the data collected during the intervention period is considered along with observations, parent and teacher input, and intelligence and achievement test scores gathered during the evaluation process. If a significant discrepancy exists and all other criteria are met, the student may be identified as a student with a specific learning disability.

## *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>

Penns Manor's special education enrollment is proportionate with the state in all disability categories except Speech or Language Impairment (SLI). A significantly larger population of students with a SLI has been an ongoing concern in the district. Each year, the number of students transitioning into a school age program with a SLI already places us above the state average. Then through Child Find activities, that population often becomes even larger. Penns Manor and IU Speech therapists have worked together to develop a plan to address this concern. First, when students are referred because of speech or language concerns, speech interventions are implemented through Elementary Student Assistance. For some students the concern can be addressed and corrected without going through the evaluation and placement process. For students whose difficulties are unable to be corrected during the ESA process, a plan that involves ongoing monitoring and evaluation of student progress is implemented to insure that students who are eligible for and in need of services receive them and that students who are no longer eligible or in need of services are dismissed.

The following criteria have been established for enrollment as a student with a SLI:

I. The student must meet the criteria to be identified as a student with a communication disorder in the area of articulation, language, voice, or fluency.

II. The communication disorder must impact educational performance and not be an educational disability. Impacts on educational performance should be identified as affecting one of the following areas:

- social/emotional development or adjustment in the school setting
- participation in the school program
- academic achievement
- effective communication

III. A. Recommendation to begin or continue services is based on the existence of all of the following as determined by the evaluation team:

- a communication disorder that is amenable to intervention
- cognitive/developmental level sufficient to acquire targeted skills
- deficit areas that require the intervention of a Speech-Language Pathologist
- lack of adequate compensatory skills for deficit area

III. B. Recommendation for exit or dismissal is based on the existence of one or more of the following as determined by the evaluation team:

- met terminal goals and objectives in deficit area
- communication disorder is related to a medical/physical or emotional problem and is not amenable to intervention
- cognitive/developmental level does not appear to be sufficient to acquire targeted skill
- deficit areas can be managed through classroom modifications or by another service provider
- compensatory skills are functional in the deficit area
- lack of regular school and/or therapy attendance pattern
- lack of motivation to participate
- lack of attentional or behavioral skills necessary for intervention despite adaptations and/or positive behavior support
- lack of measurable progress in an agreed upon time period

Since this process was implemented, the percentage of students identified with a Speech and Language Impairment has decreased each year as follows:

2012-13: 27.3

2013-14: 26.9

2014-15: 24.0

2015-16: 23.8

The Speech Language Pathologists, IEP teams, and administration continue to monitor the processes in place to insure that only eligible students are identified and that they are dismissed as soon as they are no longer eligible.

### *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?

There is currently a group home within the Penns Manor Area School District that is run by Superior Human Services. There are currently no school age students residing in the home. However, in order to meet our obligation under P.S. Section 13-1306, Penns Manor communicates with resident

school districts and implements current Individualized Education Programs (IEP) with revisions for students receiving special education services. If the student's situation has changed such that the current IEP cannot be implemented, a reevaluation would be conducted to determine the students present levels of academic and functional performance. The needs identified in the reevaluation would be met through the development of a new IEP to include all of the services necessary to provide FAPE. The evaluation and IEP teams would review all information carefully and provide students with access to the general education classroom and curriculum as much as is appropriate to insure that the student is placed in the least restrictive environment. Students who reside in the group home would have transportation to Penns Manor or whatever program is agreed upon by the IEP team. Penns Manor would continue to communicate with the resident district throughout this process and bill for the cost of the program. There are no known problems or barriers that would limit the district's ability to meet its obligations under Section 1306.

### *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).

There are currently no facilities for incarcerated students within the Penns Manor Area School District.

In the event that a Penns Manor student would be incarcerated outside the district, Penns Manor staff would communicate with the new district responsible for providing FAPE. All relevant educational records would be provided. If the student was receiving special education services, the records would include the most recent evaluation or reevaluation report including the functional behavior assessment if it was necessary, as well as the current IEP and the Positive Behavior Support Plan if there was one in place. If the student was not receiving special education services, but was thought to be exceptional, every effort would be made to obtain Permission to Evaluate from the parent and the district would fulfill all of its obligations under Chapter 14 to conduct the evaluation and provide a written report to the parent within 60 calendar days. If the student was identified as a student with a disability in need of special education services, an IEP would be developed and implemented within 30 days of the Evaluation Report. All services and supports required to meet the student's needs would be provided either by Penns Manor or in cooperation with the district in which the facility is located in order to provide FAPE in the Least Restrictive Environment.

### *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.

Penns Manor is very proud to have an extensive system of programs and supports in place in the public school buildings that allows us to provide almost all of our students with a high quality education in the Least Restrictive Environment. Following corrective action during the 2009-2010 school year, the district collaborated with PDE, PaTTAN, and IU28 to complete the corrective action plan in order to gather and analyze the data to address the instructional and curricular concerns. The district team attended the LRE Retreat and purchased materials for staff and parent development with funds obtained through the LRE Mini-Grant. The district team utilized the information and resources of the SaS toolkit to educate the school board members, the Parent-Teacher Group (PTG), community members, and faculty and staff about the laws that drive LRE. Text resources were shared with teachers. The DVDs were utilized in training sessions for parents, faculty, and board members.

Penns Manor's special education programming includes co-teaching in order to provide students with disabilities the support that they need to be successful in the general education classroom. Co-teaching with a general and special education teacher is available at most grade levels for reading and math. When co-teaching is not available, instructional assistants are used to support general education teachers by providing accommodations needed for assignments, tests, and quizzes, as well as behavioral support during instruction. For those students whose needs cannot be met within the general education environment for a particular subject, replacement instruction can be provided for that subject alone without the need to leave the general education classroom for any other subject. Replacement instruction is available for students who need learning support, emotional support, and life skills support at both the elementary and junior/senior high school levels. Penns Manor Elementary also provides autistic support utilizing an IU operated program. This program has allowed us to provide instruction within the home school for students who previously would have had to attend a private facility where their behavioral needs could be met. As the students progress, the district is planning to implement autistic support at the junior/senior high school as well. The following supplementary aids and services are provided in the general education classes, other education-related settings, and in extracurricular and nonacademic settings to enable children with disabilities to be educated with non-disabled peers.

<b>Category</b>	<b>Examples</b>
-----------------	-----------------

<b>Collaborative</b>	<p>Co-teaching, paraeducator support</p> <p>Scheduled time for co-planning and team meetings</p> <p>Coaching and guided support for co-teaching model</p> <p>Scheduled opportunities for parent-teacher conferences</p> <p>Scheduled opportunities for special education related conferences</p>
<b>Instructional</b>	<p>Provide modified curricular goals</p> <p>Provide alternate ways for students to demonstrate learning</p> <p>Provide test modification (limited choices, short answer essay, verbal response)</p> <p>Modify method of presentation of instruction</p> <p>Using web-based reading programs</p> <p>Provide hands-on lessons</p> <p>Provide opportunities for learning through cooperative learning groups</p> <p>Provide voice to text word processing for assignments</p> <p>Modified note-taking</p> <p>Pre-teaching, repeat directions, highlighting important text, chunking material, and other various instructional adaptations</p> <p>Instructional aids to support the student in regular education</p> <p>Access digital texts</p> <p>Structured resource period for additional academic support</p> <p>Touch screen monitors</p> <p>Alpha Smart</p> <p>Preferential seating</p> <p>Individualized chairs</p>
<b>Physical</b>	<p>Structural aids- wheelchair accessibility, grab bars</p> <p>Use of document handlers, white boards, and Mobis</p> <p>Modified schedules for transition in hallways</p>

<b>Social- Behavioral</b>	Variety of strategies and tools for sensory diet
	Counseling supports
	Peer Supports
	Individualized positive behavior support plans
	Modification of rules and expectations
	Cooperative learning strategies
	Individual counseling on-site in collaboration with Indiana County Guidance Center

### Supplementary Aids and Services

<b>Service/Resource</b>	<b>Description</b>
Collaborative Services: Adults working together to support students	The district provides scheduled time for co-planning, team meetings, and instructional arrangements that support collaboration for co-teaching.
	Paraeducators receive professional development related to collaboration and differentiated instruction.
	Coaching and guided support for team members in the use of assistive technology for individual students who need sign language or assistive technology is in place.
	Scheduled opportunities for parental collaboration through parent education workshops are in place.
	The high school SAP team and the elementary ESA team work to identify and refer academic, behavior, or social at-risk students.
	The MH/MR agency provides support for student behavior, family support, psychological services, and other resources.
	The LEA collaborates with the <i>Indiana County Shelter Workshop for the Handicapped</i> facility for students who are interested in gaining post-secondary employment.
	The LEA collaborates with the <i>Cambria County Association for the Blind and Handicapped</i> for students who are interested in

gaining post-secondary employment.

The Office of Vocational Rehabilitation provides services for transition into career exploration and further education options.

Junior and senior students open an account with Career Link during an on-site field trip.

Students participate in field trips to the Indiana County Courthouse, the magistrate's office, and the sheriff's office to further career exploration.

Teachers develop modified curricular goals providing alternate ways for students to demonstrate learning-eg. projects, oral presentation, power point.

Teachers provide test modification-oral testing, modified test format, modified test administration by reading the test, supplied word bank, etc.

Administrators and teachers access alternative teaching materials and/or assistive technology. Examples of these materials are: large print, computer access, modified print, touch-screen monitors, ELMO document handlers, and flip cameras.

Instructional: Development and delivery of instruction that addresses diverse learning needs

Students are provided instruction on functional skills in the context of the typical routines in the regular classroom-regular education library, physical education, art, and library classes, regular education computer science, vo. ag., science, math, and social studies in grades K-12.

Teachers utilize the co-teaching model in the high school. The model is being implemented at the elementary. Professional development on the presentation of material through differentiated instructional strategies, differentiated educational materials, flexible student scheduling, and small group instruction that focuses on specific skills have helped the co-teaching model be successful.

The district employs a full-time speech therapist and contracts with ARIN Intermediate Unit#28 for four additional days of therapy to meet the needs of the students who are eligible for speech/language services. Language development instruction is also in place for the K-4 and kindergarten students during class

time and life skills students while on Community Based Instruction.

Teachers use research-based supplementary materials and interventions.

The district provides instructional adaptations such as: pre-teaching, repeating directions, reteaching, extended wait time, proximity, breaks during instruction, extra examples and nonexamples, small group instruction that focuses on specific skills, testing in small group setting, before and after school tutoring services for students who do not have academic support in the home.

ARIN Intermediate Unit#28 provides services such as instructional support for teachers who teach students who are autistic, psychological services, behavior assessments, speech and hearing services, early intervention services, professional development, transition services for elementary and high school students, vision services

Students have the opportunity to attend the Indiana County Technology Center (ICTC) to learn industry-certified and academic-enriched career programs. The school provides state-of-the-art equipment within a safe environment.

Students are offered opportunities to meet with representatives of various colleges, universities, vocational-technical, and community colleges at the school and on-site at the facility. Students complete computerized surveys to determine interests, learning preferences, and skill development for future employment/ continuing education. Student and teacher/guidance counselor hold a conference to discuss results. Senior project development begins in 9th grade. The projects are career related or community service based.

Gifted support is in place to provide curricular and co-curricular enrichment opportunities for students identified as mentally gifted.

Slant desks, ball chairs, adaptive equipment, preferential seating, wheelchairs, grab bars

Physical: Adaptations and modifications to the physical environment

Special transportation is arranged for students who have handicapping or behavioral conditions that prevent them from riding a typical bus.

The District employs an agency to provide OT/PT services to those students who are eligible.

Social skills instruction, counseling supports, peer supports- "partner plan", positive behavior support plans, modification of rules and expectations, cooperative learning strategies, learning groups

The Developmental Disabilities Unit of the Community Guidance Center provides support for student behavior, transition support, family support, psychological services, and other resources for students identified with an intellectual disability.

Social-Behavioral: Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior

ARIN Intermediate Unit #28 provides psychological services to those students who are eligible and in need of counseling as a related service.

Yellow Ribbon crisis intervention program is in place in grades 5, 6, 7, 8, 9, 10, 11, and 12.

The Olweus Bully Prevention program is implemented at the elementary school.

Comet Way, school-wide positive behavior support is in place at the high school.

### State Performance Profile Targets

Since the district was in corrective action for LRE in 2008-2009, great strides have been made. The district has made progress each year to the point of exceeding the SPP Targets every year since the 2011-2012 school year.

#### SPP Indicator 5A:

Percent of children with IEPs aged 6 through 21 inside regular class 80% or more of the day:

School Year	SPP	SPP Target
2010-2011	53.26%	67%
<b>2011-2012</b>	<b>71.1%</b>	<b>65%</b>
<b>2012-2013</b>	<b>72.5%</b>	<b>65%</b>
<b>2013-2014</b>	<b>72.3%</b>	<b>62.1%</b>
<b>2014-2015</b>	<b>71.8%</b>	<b>62.6%</b>

<b>2015-2016</b>	<b>67.7%</b>	<b>63.1%</b>
------------------	--------------	--------------

Similarly, the percentage of students inside the regular class less than 40% of the day has been so small as to not be reported since the 2011-2012 school year.

**SPP Indicator 5B:**

Percent of children with IEPs aged 6 through 21 inside regular class less than 40% of the day:

<b>School Year</b>	<b>SPP</b>	<b>SPP Target</b>
<b>2010-2011</b>	<b>3.26%</b>	<b>8%</b>
<b>2011-2012</b>	<b>Not reported due to small group size</b>	<b>8%</b>
<b>2012-2013</b>	<b>Not reported due to small group size</b>	<b>8%</b>
<b>2013-2014</b>	<b>Not reported due to small group size</b>	<b>8.9%</b>
<b>2014-2015</b>	<b>Not reported due to small group size</b>	<b>8.7%</b>
<b>2015-2016</b>	<b>Not reported due to small group size</b>	<b>8.5%</b>

Students who do receive their educational programming outside of their home school have the opportunity to participate in field trips with their home school peers when appropriate. Transportation is provided when they participate in career exploration trips and activities, such as visits to the Indiana County Technology Center, local businesses, and post-secondary schools and training facilities. Students in outside placements also receive information concerning sports and extra curricular activities so that they have the opportunity to participate in these as well. Students are only educated outside of the district after all district programs and services that could address the student's needs have been attempted, or it is determined by an evaluation and IEP team that the programs and services available are insufficient to meet those needs in a way that would produce educational benefit.

### ***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.

Penns Manor Area School District Policy No. 113.2 addresses Behavior Support. The district policy mandates positive rather than negative measures be utilized when inappropriate behaviors interfere with the student's ability to learn. The IEP of students with behavioral needs will include positive behavior support plans that will be designed by the IEP team utilizing the data obtained through a functional behavior assessment. The types of behavior supports implemented will be the least intrusive necessary. Positive behavior support plans may not include aversive techniques, restraints, or discipline procedures and these may not be used to substitute for a behavior plan. A description of aversive techniques is clearly outlined in the policy. The positive behavior plan will be designed to teach and reinforce positive replacement behaviors to serve the same function and thereby extinguish the negative behaviors. In the event that a student's behavior is acute, episodic, or aggressive and becomes a clear and present danger to the student, other students, or employees, and when less restrictive measures and techniques have failed, restraints may be utilized. An IEP meeting will be convened to review the current IEP for appropriateness and effectiveness in the event that a student must be restrained to control aggressive behavior. The district will maintain a 2% or lower population of students who have been restrained during the duration of this strategic plan through positive behavior support plans, psychological counseling, and instruction of replacement behavior strategies. Trainings provided by the Intermediate Unit yearly focus on positive behavior support, and deescalation techniques. Instruction in physical interventions is also provided with intentionally exaggerated stress that they are only to be used when the student is a clear and present danger to himself or others.

Teachers and Instructional Assistants in the Autistic Support and Emotional Support classrooms are trained in Safety Care. The training emphasizes deescalation, but teaches physical management strategies and restraints to be utilized to keep students safe. Penns Manor's Special Education teachers have received this training in the past, but unfortunately it has lapsed. General Education teachers have also expressed a need for training to address the behavioral needs of the students in the Autistic and Emotional Support classrooms, as well as any other student who may display behaviors that would put themselves or their peers at risk of harm. It is a district goal to provide Safety Care or an equivalent training to all staff during the 2018-19 school year, and to consistently follow recommended timelines for recertification.

The district has implemented School Wide positive behavior supports in both buildings. The elementary school utilizes Olweus, while the high school's PBSP, Comet Way, was implemented in conjunction with the IU. Weekly class meetings, individual and class behavior rewards, and school-wide positive behavior rewards are in place to meet the needs of most students. Students who require additional support may access services within the Autistic Support or Emotional Support classrooms. The related service of psychological counseling is available to students with disabilities as well. Penns Manor also has partnerships with the Alice Paul House and The Community Guidance Center to provide school-based counseling services for students in need. The district works with parents and the agencies to insure that students have access to this support during their school day when parents are not able to access it outside of school.

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

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in

the continuum of special education supports, services and education placement options available for students with disabilities.

2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The district provides Supplementary Aids and Services to support students within the least restrictive environment. For the vast majority of students this takes place within the school the student would attend if they did not have a disability. Penns Manor increased the programs available within the home school this year to include autism support at the elementary level and learning and emotional support within an Alternative Education for Disruptive Youth program at the high school level. Over the last several years, the district has developed a plan to include students in the general education classroom with the support of instructional assistants or special education teachers as well. This has significantly improved the district's ability to provide student instruction within the general education classroom more than 80% of the day as evidenced by our exceeding the current State Performance Profile Targets. For students who require a higher level of academic or functional support, our life skills support programs at both the elementary and secondary level access the community regularly to practice the skills they are learning in the classroom. When presented with a hard to place student, the district complies with state requirements to evaluate the student prior to a change in placement. The evaluation often includes a functional behavior assessment to provide the information necessary to develop a positive behavior support plan. Students who exhibit aggressive behaviors, regardless of their disability category, tend to be the most difficult to maintain within the current programs at Penns Manor. The autism support program, with its availability of physical outlets such as a swing, trampoline, exercise ball, and bikes, as well as the high level of adult support available at all times, has allowed the district to maintain several students whose behavior most likely would have previously resulted in outside placement. It is proposed that as the current students who access autism support at the elementary level transition to the high school, autism support programming be added at the secondary level to allow these students to remain in their home school.

For those students whose needs can not be met within the program available in the district, the district collaborates with a number of facilities to provide FAPE. The district has access to programs through Pressley Ridge, New Story, ALPHA in collaboration with the Community Guidance Center, Adelphoi Village, and Ignite. Students who are placed in residential treatment facilities by the court are also served outside of the district.

If none of the available options would meet the students needs, the district would collaborate with IU and PDE staff to develop a plan that would provide FAPE in the least restrictive environment.

### *Strengths and Highlights*

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

### **Implementation of MTSS**

In an effort to insure that all students are receiving high quality instruction based on data, Penns Manor has begun to utilize a Multi-Tiered System of Support in grades k-2 and 6-7. Staff are utilizing

data from formative assessments to guide instruction. Specialists including Title I reading and math teachers, an additional reading specialist, and IU TaC staff are working together with general education teachers to provide research-based interventions and monitor student progress. Students in tier three are monitored through the Elementary Student Assistance process, where the team meets every 30 days to review interventions and progress with the team including the parents. The process is documented in the student information system so that all staff who work with a given student have access at any time. The information is also readily available to the school psychologist and others who would be involved should the team recommend an evaluation. A 5-year plan to monitor the implementation of MTSS has been put in place, and the newly created position of Director of Education was developed to oversee the project district-wide.

### **Continuum of Services**

In response to corrective action for LRE in 2008 – 2009, Penns Manor has done an excellent job of developing a continuum of services to ensure that as many students as possible can be provided with instruction in the least restrictive environment in their home school. Students in grades K-12 have access to learning support, life skills support, speech and language support, and emotional support. Autistic Support is available at Penns Manor Elementary, and is planned to be added to high school programming for the 2018-19 school year as well.

For all students at Penns Manor in grades K-12, general education and replacement instruction is available for reading, language arts, and math. In addition, many of our general education classrooms include co-teaching with a learning support teacher or instructional assistant for reading, math, science, and social studies. At the elementary level, students who receive general education instruction but require accommodations for tests and quizzes have access to a learning support teacher or instructional assistant to provide these accommodations. At the high school level, a learning support classroom is available every period for students who would need assistance with tests, quizzes, or assignments.

After school programs are also available to students who need assistance with homework at any grade level. After school tutoring is provided by the district for students in grades K through 12. Evergreen Boys and Girls Club, also housed at Penns Manor, provides tutoring for students in grades four through twelve, and may admit a third grade sibling in certain circumstances.

Speech and language support is provided at Penns Manor by district and intermediate unit employees. Speech therapists provide direct instruction in the special education classroom, facilitate communication in the autism support classroom, and participate in community-based instruction to promote carryover of taught speech and language skills. Speech therapists are also providing services in the least restrictive environment by offering burst therapy in the general education classroom pods through the Elementary Student Assistance program.

Additional related services available to students who need them include, but are not limited to, occupational and physical therapy, special transportation, nursing services, personal care assistance, and psychological counseling.

### **State Performance Profile Targets**

Since 2011, the district has exceeded the SPP Targets addressing providing supports and services in the Least Restrictive Environment.

**SPP Indicator 5A:**

Percent of children with IEPs aged 6 through 21 inside regular class 80% or more of the day:

School Year	SPP	SPP Target
2010-2011	53.26%	67%
<b>2011-2012</b>	<b>71.1%</b>	<b>65%</b>
2012-2013	72.5%	65%
2013-2014	72.3%	62.1%
2014-2015	71.8%	62.6%
2015-2016	67.7%	63.1%

Similarly, the percentage of students inside the regular class less than 40% of the day has been so small as to not be reported since the 2011-2012 school year.

**SPP Indicator 5B:**

Percent of children with IEPs aged 6 through 21 inside regular class less than 40% of the day:

School Year	SPP	SPP Target
2010-2011	3.26%	8%
2011-2012	Not reported due to small group size	8%
2012-2013	Not reported due to small group size	8%
2013-2014	Not reported due to small group size	8.9%
2014-2015	Not reported due to small group size	8.7%
2015-2016	Not reported due to small group size	8.5%

## Transition

Within the IEP, transition planning typically begins when students are thirteen years of age or in seventh grade. However, the district's comprehensive counseling program and 339 Plan begin to address transition immediately upon entering school. Numerous activities are in place to provide students with opportunities to explore their interests and goals, and to introduce them to a wide variety of post-secondary education, training, and career options that they may not have been aware of.

Students at the elementary level benefit from the guidance program through: ESA (Elementary Student Assistance), the Olweus Program, individual counseling, small-group counseling, and classroom guidance activities in grades K-5. Students also benefit from the delivery of various guidance programs that address student's social-emotional, career, and academic needs on a school-wide basis. Students contribute to the delivery of the program through peer mentoring, participating in guidance lessons, classroom meetings, and participating in school-wide guidance activities such as: the luau, Olweus assemblies, career speakers, and Red Ribbon Week.

Students in grades 6-12 benefit through classroom guidance activities, opportunities for dual enrollment, individual career development, one-on-one counseling for career, academic, social/emotional needs. Students also benefit from the delivery of various guidance programs that address student social/emotional, career, and academic needs. High school students contribute to the delivery of the program through, participating in school wide guidance activities, and by application of skills acquired through guidance related activity.

Additional transition evaluations and interest inventories are conducted at least yearly to ensure that services and activities provided meet student needs. Some of the services and activities offered to students between seventh and twelfth grades are as follows:

- Phase 1 and phase 2 career awareness activities conducted by Penns Manor or ARIN IU 28 staff
- Tour and shadow the Indiana County Technology Center
- Informational sessions for numerous post-secondary education and training facilities
- Tours of local postsecondary education and training facilities
- Tours of a variety of local business
- Community Based Instruction
- Apartment program to develop functional daily living skills
- Work experience facilitated by Career Link, Lifesteps, Indiana County Workshop, and Association for the Blind
- Facilitate registering for the selective service
- Facilitate registering to vote
- Provide information on acquiring a state ID, or driver's license

- Develop a resume, cover letter, and interview skills
- Refer to and facilitate meetings with the Office of Vocational Rehabilitation
- Refer to and facilitate meetings with the Developmental Disabilities Unit if warranted
- Provide information on Transportation for Persons with Disabilities (PwD) Program

## **Professional Development**

ALL STAFF: The district provides professional development to all staff regularly. Workshops are most often provided by IU28, and PaTTAN. In addition to professional development provided to all staff at Penns Manor, numerous opportunities are made to staff throughout the year to attend trainings at other locations. Teachers are encouraged to attend trainings of interest or related to district needs. Specifically targeted topics include Autism, positive behavior support, math, and reading. Information regarding available workshops is forwarded to staff as it becomes available through e-mail. In addition, there are links on the Penns Manor web page to IU 28 and PaTTAN. All new teachers participate in the ARIN induction training series as well. This series includes one full day devoted to special education and is described as follows:

“Meeting the Needs of Students with IEPs”

This workshop will assist participants in supporting students with IEPs in general education classrooms. Information regarding the Individuals with Disabilities Education Act (IDEA), the IEP process, confidentiality, and disability awareness will be shared; and participants will learn strategies not only for providing necessary adaptations, accommodations, or modifications, but also for creating and sustaining differentiated classrooms. Presenters: ARIN Training and Consultation (TaC) Team.

The Pennsylvania Institute for Instructional Coaching (PIIC). PIIC, a partnership of the Annenberg Foundation and the Pennsylvania Department of Education (PDE), is a statewide resource for developing and supporting consistent, high-quality instructional coaching in Pennsylvania schools. A teacher who is participating in PIIC provides monthly professional development for staff who work with students in grades 6-12.

Similarly, the district's Speech and Language Pathologist provides monthly professional development on the topic of phonological awareness for teachers of students from preschool to first grade.

SPECIAL EDUCATION STAFF: Additional trainings specific to special education staff have also been available. Professional Learning Communities were introduced this year when special education teachers were asked to form small groups based on an area of need or interest, and then read a book on the topic. Teachers will be presenting the information they learned to the entire special education staff during inservice. Our transition coordinator participates in all transition related webinars and attends bi-monthly Transition Council meetings. The Special Education Department meets monthly to address concerns that have arisen, and to insure the continued implementation of best practices in Special Education.

**SUPPORT STAFF:** Professional support staff participates in at least 20 hours per year of professional development activities that support best practices in special education.

Newly hired professional support staff are required and current staff are encouraged to attain the Credential of Competency based on 20 hours of professional development on the following 10 standards.

1. Foundations of Special Education
2. Development and Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments and Social Interactions
6. Language
7. Instructional Planning
8. Assessment
9. Professional Ethics and Practice
10. Collaboration

**ADMINISTRATION:** The district's designee participates in the intermediate unit's efforts in Procedural Safeguards, School Safety, Curriculum Advisory Council, Homeless Council, Special Education Task Force, Pre-K Counts Grantees, Children's Advisory Council, and Pupil Services. Administrators also pursue lifelong learning through additional graduate level courses to obtain additional certifications and/or degrees.

**PARENTS:** At each IEP meeting, parents will be provided with information about how to access a variety of training opportunities through the Students Services link on the district's website. In addition, parents are surveyed to determine the best time of day and topics of interest to be included in district wide parent trainings. Activities to facilitate parent attendance at these trainings include parent luncheons, prize raffles, and travel reimbursement. The district is also considering utilizing well attended activities such as back to school night and the elementary Halloween parade to increase parent involvement.

### **Additional Support and Services**

Penns Manor Area School District networks with neighboring school districts, intermediate units, community-based programs, approved licensed private schools, and alternative education placements to provide all students with free appropriate public education (FAPE).

The district's elementary and secondary life skills and emotional support, and elementary autism support programs enable the district to provide FAPE for students within the home district.

The district works closely with community agencies facilitate success additional services for students with developmental, emotional, behavioral, and social deficits.

Early intervention speech services are provided by the district speech clinician for the Pre-K and K4 classes. Language development and phonological awareness activities are also conducted. The district life skills programs work cooperatively with a full array of community, domestic, recreational, and social educational opportunities.

A cooperative effort with IU28's Work Experience and Community Based Activities Programs supports vocational experiences for students with disabilities.

Psychological counseling is provided as a related service for students when deemed appropriate by the IEP team.

A full array of extended school year services is offered through a cooperative effort with the intermediate unit.

Active parent-teacher groups provide volunteers and raise funds for field trips, audiovisual materials, guest speakers, games and supplemental instructional materials.

Back-to-School Night encourages parental involvement in schools and provides families with information about educational programs and social service agencies.

Gifted students design and produce a video presentation used at graduation, student orientation, and parent orientation.

Parents are able to monitor their child's grades on Edline.

## **Parent Involvement**

Annual parent involvement activities are planned by district teachers, staff, and administrators. Parent presentations have included: EdLine, Choices program and career exploration, guided reading, agency representation, Special Education 101, and supporting your student at home.

Parents are able to access special education updates and resources on the district website.

Parents attend grade level lunches at the elementary.

Parents of K-4 students participate in "Family Day" at Idlewild Park.

Summer library hours are available to parents and students.

Parents are invited to be guest readers during the "Read Across America" program.

Parents are recognized through the Parent Reward celebrations at the elementary school.

Parents receive information through the Accelerated Reader Home Connect website.

Parents receive monthly newsletters from the elementary principal.

Parents are invited to participate in planning the after prom activities, production of the high school musical, boosters organizations, and Parent-Teacher Group.

Parents are invited to attend plays, talent shows, and band and chorus concerts that occur during and after the school day.

Parents are invited to participate in parent-teacher conferences.

Parents are invited to attend transition meetings at the K-4, kindergarten, and 7th grade levels.

Parents receive information about OVR during IEP meetings once their child reaches transition age.

# Assurances

---

## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Superior Human Services Group Home	Nonresident	Penns Manor Area School District	0

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Pressley Ridge	Special Education Centers	Emotional Support	2
Adelphoi Village	Other	Credit Recovery (Y.E.S.), Alternative Education, Day Treatment	1
ALPHA Partial Hospitalization Program	Special Education Centers	Emotional and Learning Support	2
Admiral Peary	Neighboring School Districts	Credit recovery	2
New Outlook Academy	Other	Drug Treatment Facility	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.5
Locations:				
Penns Manor Elementary - EA	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 8	10	0.5
Locations:				
Penns Manor Elementary - EA	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	10 to 11	3	0.2
Locations:				
Penns Manor - GP	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	6 to 13	9	0.8
Justification: Individual and small group instruction is provided to meet student needs within the Life Skills classroom for students in grades K-6.				
Locations:				
Penns Manor Elementary - GP	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #3 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 26, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	12	0.7
Locations:				
Penns Manor Elementary - KL	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	10 to 13	5	0.3
Locations:				
Penns Manor Elementary - KL	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #4

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	10	0.5
Locations:				
Penns Manor Elementary - LK	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	8 to 11	10	0.5
Locations:				
Penns Manor Elementary - LK	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #5

*Operator:* Intermediate Unit

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 7	1	0.1
Justification: Individual and small group instruction is provided to meet student needs within the Autistic Support classroom for students in grades K-6.				
Locations:				
Penns Manor Elementary - SH	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%)	Autistic Support	5 to 13	4	0.5
Justification: Individual and small group instruction is provided to meet student needs within the Autistic Support classroom for students in grades K-6.				
Locations:				
Penns Manor Elementary - SH	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	Autistic Support	7 to 10	3	0.4
Locations:				
Penns Manor Elementary - SH	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #6

*Operator:* Intermediate Unit

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	45	0.7
Justification: Individual and small group instruction is provided to meet student needs within the Speech classroom for students in grades K-6.				
Locations:				
Penns Manor Elementary - LS	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	12 to 21	4	0.1
Justification: Individual and small group instruction is provided to meet student needs within the community and speech classroom for students in grades 7-12.				
Locations:				
Penns Manor High School - LS	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #7

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	5 to 13	59	0.9

	Support			
Justification: Individual and small group instruction is provided to meet student needs within the speech classroom for students in grades K-6.				
Locations:				
Penns Manor Elementary - JT	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	12 to 21	6	0.1
Justification: Individual and small group instruction is provided to meet student needs within the community and speech classroom for students in grades 7-12.				
Locations:				
Penns Manor High School - JT	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #8 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 26, 2015

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 21	10	0.3
Justification: Individual and small group instruction is provided to meet student needs within the Learning Support classroom for students in grades 7-12.				
Locations:				
Penns Manor High School - MN	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 21	4	0.2
Justification: Individual and small group instruction is provided to meet student needs within the Learning Support classroom for students in grades 7-12.				
Locations:				
Penns Manor High School - MN	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #9 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 26, 2015

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 19	19	0.7
Justification: Individual and small group instruction is provided to meet student needs within the Learning Support classroom for students in grades 6-12.				
Locations:				
Penns Manor High School - KB	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 19	6	0.3
Justification: Students in grades 6-12 attend resource in place of study hall together. Students are grouped by age to work on common assignments or older students. Individual and small group instruction allows each students needs to be met in this setting.				
Locations:				
Penns Manor High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 21	20	0.5
Justification: Individual and small group instruction is provided to meet student needs within the Learning Support classroom for students in grades 7-12.				
Locations:				
Penns Manor High School - KK	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 21	10	0.5
Justification: Individual and small group instruction is provided to meet student needs within the Learning Support classroom for students in grades 7-12.				
Locations:				
Penns Manor High School - KK	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #11***Operator: School District***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 21	15	1
Justification: Individual and small group instruction is provided to meet student needs within the Life Skills Support classroom for students in grades 7-12.				
Locations:				
Penns Manor School District -	A Junior/Senior High	A building in which General		

AR	School Building	Education programs are operated		
----	-----------------	---------------------------------	--	--

### Program Position #12 - Proposed Program

*Operator:* Intermediate Unit

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* August 26, 2015

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 16	4	0.2
Justification: Individual and small group instruction is provided to meet student needs within the Emotional Support classroom for students in grades 6-12.				
Locations:				
Penns Manor High School -ES	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	12 to 16	8	0.6
Justification: Individual and small group instruction is provided to meet student needs within the Emotional Support classroom for students in grades 6-12.				
Locations:				
Penns Manor High School - ES	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
Full-Time Special Education Class	Emotional Support	12 to 16	2	0.2
Justification: Individual and small group instruction is provided to meet student needs within the Emotional Support classroom for students in grades 6-12.				
Locations:				
Penns Manor High School - ES	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #13 - Proposed Program

*Operator:* Outside Contractor for the School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* August 26, 2015

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 12	4	0.5
Justification: The classroom will provide emotional support for students in grades K-6. Instruction will be individualized for each student and age variance will not interfere with individual instruction.				

Locations:				
Penns Manor Elementary - ES	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	6 to 12	4	0.5
Justification: The classroom will provide emotional support for students in grades K-6. Instruction will be individualized for each student and age variance will not interfere with individual instruction.				
Locations:				
Penns Manor Elementary - ES	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #14 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 26, 2015

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 21	10	0.5
Justification: The classroom will provide learning support for students in grades 6-12. Instruction will be individualized for each student and age variance will not interfere with individual instruction.				
Locations:				
Penns Manor High School - CF	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 21	6	0.5
Justification: The classroom will provide learning support for students in grades 6-12. Instruction will be individualized for each student and age variance will not interfere with individual instruction.				
Locations:				
Penns Manor High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #15 - Proposed Program

*Operator:* Outside Contractor for the School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* January 17, 2018

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	3	0.5
Locations:				
Penns Manor Junior/Senior High School	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	14 to 18	4	0.5
Locations:				
Penns Manor Junior/Senior 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
Personal Care Assistants	Penns Manor Elementary	3
Personal Care Assistants	Penns Manor High School	2
Instructional Assistants	Penns Manor Elementary	5
Instructional Assistants	Penns Manor High School	5

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Intermediate Unit	5 Days
Director of Student Services	Intermediate Unit	0.4 Days
Occupational Therapists	Outside Contractor	2 Days
Physical Therapist	Outside Contractor	1 Days
IU Instructional Assistant 1	Intermediate Unit	5 Days
IU Instructional Assistant 2	Intermediate Unit	5 Days
IU Instructional Assistant 3	Intermediate Unit	5 Days
IU Instructional Assistant 4	Intermediate Unit	5 Days
School Psychologist	Intermediate Unit	0.5 Days

# District Level Plan

---

## Special Education Personnel Development

### Autism

<b>Description</b>	The Autistic Support Teacher and IU TaC staff will meet with general education teachers at the beginning of each year to introduce the students who receive Autistic Support and to provide detailed information about the students' strengths and needs, as well as the specially designed instruction in place to meet those needs.
<b>Person Responsible</b>	Director of Student Services and Principals
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	10
<b>Provider</b>	ARIN IU 28
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Teachers will learn the strengths and needs of students receiving Autistic Support who will be participating in their general education classroom. They will also learn about the specially designed instruction they are required to put in place to meet those needs.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

<b>roles</b>	
<b>Training Format</b>	Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers School counselors
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  For each year of this Special Education Plan, the district will decrease its percentage of students who are inside of the regular education classroom for less than 40% of the day.

## Behavior Support

<b>Description</b>	All staff will be trained in positive behavior support, de-escalation techniques, physical management, and safe physical restraint utilizing Safety Care or a similar program yearly to insure that teachers have the skills necessary to address the behavior of all students, including students with high level behavior needs that are able to be supported in the public school through Autistic and Emotional Support programs.
<b>Person Responsible</b>	Director of Student Services
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	6.0
--------------------------	-----

<b># of Sessions</b>	5
<b># of Participants Per Session</b>	110
<b>Provider</b>	ARIN IU 28
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Positive behavior support, de-escalation techniques, physical management, and safe physical restraint
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists Related Service Personnel
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Journaling and reflecting monitoring of restraint data

<b>Evaluation Methods</b>	For each year of this Special Education Plan, the district will decrease the number of suspensions for students with disabilities by at least 1.
---------------------------	--

## Paraprofessional

<b>Description</b>	Paraprofessionals will receive 20 hours of professional development per year for each year of this Special Education Plan. Those who do not yet have their credential of competency will have the opportunity to acquire it. CPR and First Aid training will be provided yearly as well. Evidence that this action step has been completed will be found in an increase in the number of paraprofessionals who hold the credential of competency and maintenance of CPR and First Aid certifications.
<b>Person Responsible</b>	Kimberly Rode, Director of Student Services
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	14
<b># of Participants Per Session</b>	15
<b>Provider</b>	PaTTAN
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Foundations of special education, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, language, instructional planning, assessment, professional and ethical practice, and collaboration
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops Online-Asynchronous
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion Completion of the Paraeducator Standards for Practice: Competency Assessment Checklist
<b>Evaluation Methods</b>	CPR, First Aid, and Credential of Competency certifications. Each paraprofessional will maintain at least 20 hours of professional development for each year of this Special Education Plan.

### Reading NCLB #1

<b>Description</b>	Through the 5 Year MTSS Implementation Plan, teachers will be trained in the use of diagnostic assessments. Literacy training and coaching, as well as instruction in academic vocabulary and comprehension strategies will be implemented.
<b>Person Responsible</b>	Director of Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	60
<b># of Participants Per Session</b>	5
<b>Provider</b>	IU TaC

<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Knowledge of diagnostic assessment, literacy, academic vocabulary, and comprehension strategies will be learned.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>

	Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	<p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>With the implementation of MTSS K-2, the district will show at least a 1% increase in third grade ELA PSSA scores for each year of this special education plan.</p>

## Transition

<b>Description</b>	The district's transition coordinator will participate in bi-monthly Transition Council meetings and attend other transition trainings and webinars, and then report new information to district special education staff. Evidence that will indicate that the action step has been implemented includes training sign-in sheets.
<b>Person Responsible</b>	Director of Student Services
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	4.0
<b># of Sessions</b>	8
<b># of Participants Per Session</b>	1
<b>Provider</b>	ARIN IU 28
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Best practices and state requirements in transition
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops Professional Learning Communities
<b>Participant Roles</b>	Classroom teachers
<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Continue to meet SPP target for Indicator 13 and show increased participation in post-school employment or education by at least 1% each year of this Special Education Plan.

# 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*