

Special Education Students

Identify the total number of unduplicated special education students.

Total students identified: **556**

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Identification Method

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

Special Education Plan – Specific Learning Disability (SLD) Determination

Pennsylvania Special Education Regulations (§14.125) outline the criteria for the determination of students with specific learning disabilities (SLD). These criteria are derived from Federal Individuals with Disabilities Education Act (IDEA) regulations (§300.309). Mechanicsburg Area School District (MASD) multidisciplinary teams consider four criteria when identifying a student as eligible for special education under the category of specific learning disability (SLD). The four questions for eligibility include:

1. Does the student achieve adequately for his/her age or meet State-approved grade level standards?
 2. Does the student demonstrate a pattern of strengths and weaknesses or has the student shown a lack of response to research based instruction?
 3. Have other factors or conditions (e.g., visual, hearing, or orthopedic disability, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency) been ruled out?
 4. Are the student's academic concerns the result of a lack of academic instruction?
- In order to answer the first question: **Does the student achieve adequately for his/her age or meet State-approved grade level standards in one or more of the following areas, when provided with learning experiences and research based instruction appropriate for the student's age or State approved grade level standards: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving**, several sources of data are collected by the District Data Analysis teams which include:
 - Review of student performance in comparison to national and/or local norms on District benchmark reading and mathematics assessments (e.g., iReady, AIMSweb, criterion-referenced / standards-based assessments) provided three times a year throughout the school year in the Fall, Winter, and Spring.
 - Performance on progress monitoring measures (e.g., AIMSweb) which are provided on a weekly or monthly basis at the elementary level dependent upon student individualized needs and level of intervention.
 - Performance of State-wide assessments such as the PSSA.
 - Performance on a wide variety of curriculum-based or norm-referenced tests of academic achievement.

- Classroom observations in the student's area(s) of weakness.
- As student's IQ is not considered the criterion against which the student's academic performance is compared to meet qualification under this first question.
- In terms of assessment parameters, inadequate achievement is demonstrated by consistent performance below the average range of performance on more than one measure (e.g., below the 25th percentile rank).
- The second question, **Does the student demonstrate a pattern of strengths and weaknesses or has the student shown a lack of response to research based instruction**, requires a choice of discrepancy model or RtII model. At this time, the District continues to use the ability-achievement discrepancy model to determine the student's eligibility for SLD identification. Although the district has numerous elements of RtII in place, we do not have all comprehensive factors secured in order to utilize the RtII model for identification. Therefore, multidisciplinary teams examine whether the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative age or grade. This process uses the following sources of data:
 - Results of tests of ability to determine a student's IQ.
 - Results of norm-referenced tests of academic achievement.
 - The District's discrepancy, between a standardized measure of ability and a norm-referenced test of academic achievement, required for eligibility is set as a minimum of 1 standard deviation and within the Below Average range in the nine areas recognized under IDEA.
 - Use of formative assessment data (e.g., curriculum-based) is necessary as part of the decision making process.
 - Available education records are necessarily reviewed together with present data (e.g., grades, norm-referenced group-administered tests, district benchmark assessments, and state assessment) to determine a student's educational progress across years.
 - To be identified with SLD, a student must meet three criteria:
 - A student must display a discrepancy between ability and achievement, such that one or more areas of academic achievement are below a standardized measure of intellectual functioning.
 - The area of academic achievement must be below the average range.
 - The student must be performing below age or grade level standards in the district curriculum.

Note: The Mechanicsburg Area School District views Response to Intervention and Instruction (RtII) as a valuable model in identifying students with Specific Learning Disabilities (SLD) because of its emphasis on early intervention and use of research-based instructional practice for students at academic or behavioral risk. As a result, the District is currently in the process of establishing the infrastructure for implementation of an RtII model. An overview of the District's progress towards RtII and data-based decision making will be outlined later in this document.

- Next, the District teams must address exclusionary factors. The third criterion for determining whether a student qualifies for special education under the SLD criteria is that the evaluation team has answered the question, **Have other factors or conditions (e.g., visual, hearing, or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency) been ruled out?** The evaluation report must document evidence that each of these factors are not the primary cause through screening, or if necessary, conduct a more in-depth evaluation to definitely rule them out.

- Visual Impairment

- District teams will review vision screening results located in health records in the school nurse's office.
- If there is a concern regarding the student's vision, the student should be re-screened and if results indicate a potential vision problem, referral information (e.g., further evaluation by an optometrist or ophthalmologist) should be shared with the parents.

- If further evaluation reveals that the student has a visual impairment that is the primary cause of his/her academic difficulties, the student is excluded from consideration for SLD.

- Hearing Impairment

- District teams will review hearing screening results located in health records in the school nurse's office.
- If there is a concern regarding the student's hearing, the student should be re-screened and if results indicate a potential hearing problem, referral information (e.g., further evaluation by an audiologist) should be shared with the parents.
- If further evaluation reveals that the student has a hearing impairment that is the primary cause of his/her academic difficulties, the student is excluded from consideration for SLD.

- Physical Disability

- District teams will check school nurse health records.
- Team members should also review any available physical or occupational therapy evaluation results.
- Team members could conduct observations of the student's motor difficulties and make a referral to a physical or occupational therapist or other medical practitioner.
- If the student is found to have an orthopedic disability that is causing their academic problems, he/she cannot be identified as SLD.

- Intellectual Disabilities

- Team members will review school records and document typical functioning in other academic or adaptive behavior.
- Review of intelligence test results.
- If there are concerns about significant cognitive or adaptive behavior difficulties, a second measure of the student's cognitive functioning along with norm-referenced adaptive behavior rating scales is necessary.

- Emotional Disturbance

- Team members will have a staffing to review behavioral and social/emotional data (outside reports, classroom behaviors, discipline record, nurse visits, counselor visits, attendance, etc.)
- Team members will determine behaviors of concern and need for an informal behavior plan
- If concerns are present, specific narrow-band social, emotional, and/or behavioral rating scales should be considered along with observations of the student's behavior in a variety of settings.
- If after the implementation of an informal behavior plan there is still need for the collection of additional data, the school psychologist or the school social worker will be consulted
- If behavioral interventions fail, the student should be referred for a psychological evaluation to rule out an emotional disturbance
- An evaluation can consist of all or parts of the following: cognitive assessment, academic assessment, social/emotional rating scales, observations, functional behavior assessment if needed, psychiatric evaluation if needed

- Students whose academic difficulties are predominantly a result of emotional disturbance may not be identified as SLD, however, SLD can be secondary if data supports qualification. If, on the contrary, a student whose behavioral difficulties are predominantly a result of academic deficits may not be identified with an emotional disturbance.

- Cultural Factors and Limited English Proficiency

- Team members will review the home language screening form located in the cumulative file.
- Sources of data may include an interview with the student and/or evaluation of the level of acculturation (e.g., cultural differences).
- Consultation with District ELD teacher to obtain additional information or further assessment may also help with ruling out cultural factors. Basic interpersonal communication skills and cognitive academic language proficiency must be carefully ruled out.

- Environmental or Economic Disadvantage

- Team members will review school records to include social history and agency reports.
- If necessary, interviews with the family and developmental histories will be conducted.
- Chronic medical conditions, child abuse, poor nutrition, frequent absences, and sleep disorders must be considered by the team.
- The last of the four eligibility questions, **Has the student been provided with appropriate instruction**, must be answered by the multidisciplinary team members. District teams considering students for SLD eligibility must document the school's efforts to provide the student with research-based instruction in the essential components of reading and math. Key questions to answer include:
 - Is a standards-based, guaranteed and viable curriculum in place at a sufficient level of fidelity?
 - Has the student been provided with instructional supports in the general education classroom?
 - Has the student been provided with a sufficiently intense individualized intervention using research-based instructional practices?
- The manner for District teams to assess these questions include:
 - Principal, supervisor, and or specialist walk-through observations conducted during instruction of the targeted area on a routine basis.
 - Integrity checklists completed by teachers as self-monitoring measures.
 - Review of teacher qualifications (e.g., highly qualified).
 - Thorough review of supports and research-based instructional practices via team meetings to ensure effective instruction was conducted in the core standards-based curriculum and that the student was provided with appropriate and supplemental interventions in addition to the core program.
 - In the cases where the team determines that the core curriculum and instruction are insufficient (e.g., home school, transiency, truancy, homeless), programmatic features should be implemented in order to assess a level of improvement in the student's academic performance.
 - As previously noted, MASD conducts universal screening through benchmark assessment for all students and those considered at-risk are progress monitored at a minimum of once a month. Screening results and progress monitoring data are shared with both students and parents.

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>

The Mechanicsburg Area School District has significant disproportionalities in the disability categories for Autism and Emotional Disturbance.

Based on the 2016-2017 Special Education Report Card, the LEA has a 19.9% special education enrollment in the area of Autism compared to the state average of 10.7%. To meet this rising need, the district continues to grow all teachers in understanding Autism through trainings from professionals in the field. Additionally, the district contracts with NHS Autism School and the CAIU to provide consultation for teachers on how to meet the needs of students with Autism in their classrooms. Emotional support teachers continue to receive specific professional development on social thinking and self-regulation strategies. Occupational Therapists and Speech Therapists continue to support teams in terms of building regulation skills and assisting with pragmatic language development.

The LEA has a 13.7% special education enrollment in the area of Emotional Disturbance compared to the state average of 8.5%. The LEA provides a range of services for the emotionally disturbed consisting of itinerant emotional support and supplemental therapeutic emotional support services at the elementary level; itinerant and supplemental emotional support with therapeutic emotional support services at the middle level; and the full range of services at our high school, including itinerant, supplemental, and full-time emotional support with therapeutic emotional support. During the evaluation process, the team may determine that a psychological evaluation from a contracted Board Certified Child Psychiatrist, Dr. Shawna Brent, is necessary to determine eligibility. This consultation with an outside psychiatrist and our school psychologists aide in validating the disability classification of Emotionally Disturbed.

The district can speculate based upon parent input that our disproportionality of these two disability categories can be attributed to the reputation of the district programs in these areas. Parents have commented during registration that they intentionally moved into our district for their child to receive appropriate supports not provided in their previous school district. Although this is a subjective explanation, it remains the logical rationale for the differences between the LEA and the state average.

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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. If the District were a host district, we would fully comply with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement, and provision of special education to all eligible school-age individuals housed therein.

Specifically, school districts providing special education services to incarcerated school age individuals are required to:

1. comply with the "child-find" obligation of IDEA;
2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of children identified under Public School Code 1306;
3. implement timely review and/or develop Individualized Education Programs (IEPs) for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and
4. provide FAPE in conformity with the IEP.

2. As with all students, if the district were to serve students under Public School Code 1306, the District would review data as an IEP team and make determinations based on progress made within their educational programming.

3. The District does not service any institutions classified under Public School Code 1306. Anticipated barriers would include parental involvement in the IEP team, legalities involving educational rights, and environmental factors inhibiting student progress.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Service as of December 1
There are no facilities for incarcerated students, state hospitals, or state development centers in Mechanicsburg Area School District	Not applicable	0

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 District recognizes our operational responsibility to offer FAPE to each student who is eligible for special education until the student turns 21 years of age. Students who turn 21 are entitled to complete that school term.

If a correctional institution existed within the district, the District would fully comply with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement, and provision of special education to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense.

Specifically, school districts providing special education services to incarcerated school age individuals are required to:

1. comply with the "child-find" obligation of IDEA;
2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. implement timely review and/or develop Individualized Education Programs (IEPs) for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and
4. provide FAPE in conformity with the IEP.

Further, if a correctional institution were located in the district, the District would have a responsibility to adopt and use a system to locate and identify all students within the District's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notices under Section 14.121. Districts should send their annual public notice to the warden of each county jail or prison within their jurisdiction. Furthermore, districts in which local correction institutions are located must develop a systematic, on-going means of communicating with these institutions to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, are offered FAPE. In addition, districts may obtain information from the Department's Penn Data database to determine whether school-age inmates have been previously identified as eligible for special education by contacting the Records Center at 717-541-8575 or 1-800-945-7854.

Finally, Section 614(d)(6)(B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's INDIVIDUALLIZED EDUCATION PLAN team may modify the child's INDIVIDUALLIZED EDUCATION PLAN or placement notwithstanding the requirements of section 612(a)(5)(A) and 614(d)(1)(A)(least restrictive environment) if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. Where the continued delivery of services in a student's INDIVIDUALLIZED EDUCATION PLAN is suspended by the duty of the local correction institution to maintain and control security, the school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided under Chapter 14.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Service as of December 1
There are no facilities for incarcerated students in Mechanicsburg Area School District	Not applicable	0

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Least Restrictive Environment

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

The Mechanicsburg Area School District supports the mandate of Least Restrictive Environment (LRE) for the education of its exceptional students in program planning and implementation.

The School District supports the practice of early identification and evaluation of each thought to be an exceptional student. The District plans for and implements a continuum of services to provide instructional support to students found to be in need of assistance in order to benefit from regular educational programs to the maximum extent possible.

Individual aides have also been provided for students when such support enables a student to remain in the least restrictive environment. There are currently eleven (11) students with disabilities in the school district that have a one-to-one aide to assist in their educational programming. At the present time, we have thirty-four (34) students who utilize Therapeutic Support Staff (TSS) as one-to-one support, provided by an outside agency.

Mechanicsburg Area School District serves 86% of its exceptional student population in their home district. To this end, the District is implementing itinerant supports for 66% of its exceptional students from Kindergarten to grade 12. These students attend regular classes for the entire day with supports being provided by special educators and instructional aides. The provision of supplementary aids and services to meet identified strengths and needs enables the student to be included in the educational and social environment of the neighborhood school. Such assistance includes the provision of study guides, adapted classroom materials and tests, verbal and visual cues to redirect students, behavior support plan, reading/explaining directs, etc.

Inclusion of exceptional students in the regular education class requires the cooperation of the educational community in collaborative planning and service provision. The educational community includes the parent/guardian, regular and special education staff, involved agency representatives, educational specialists, other persons involved with the student, and when appropriate, the student. The School District is committed to the development and implementation of supports that will enable **all** exceptional students to benefit from education in the regular classroom whenever possible. The District is also committed to providing training to staff in collaborative planning, educational intervention, differentiated instruction, and in the adaptation of materials to meet the needs of our students.

Mechanicsburg Area School District serves 25% of its exceptional student population with supplemental supports. These students are provided one or more replacement classes taught by a special education teacher. A majority of these students are in their home school and have access to the regular curriculum to the greatest extent possible. At the present time, the district operates supplemental Life Skills for grades K to 12, supplemental Therapeutic Emotional Support for grades 3 to 12, a Intensive Learning Support class for grades 1 to 5, supplemental DHH for grades K to 5, and an Emotional Support class from grades K to 3. It is important to note that even students in the supplemental programs have opportunities to participate with their non-disabled peers as deemed appropriate by the team.

Students receive a full complement of related services including, but not limited to, speech and language, occupational therapy, physical therapy, audiology, itinerant vision and hearing support, personal care aides, assistive technology, transportation, social work services, autism and behavior support, and transition services. Many students are transported from their schools daily to participate in work experiences, both within the district and the community.

All students being served within the Mechanicsburg Area School District, including those students who have IEPs requiring supplemental supports, have the opportunity to interact with their same-aged peers. The level of interaction is determined individually through the IEP process. All students in the District participate in non-academic areas in the general education environment. Those with the most severe disabilities spend time with their regular education peers on the playground, at recess, in the cafeteria, and at assemblies and special programs.

Decisions to place students out of the District are made by the individual IEP teams, based upon individual needs. The District provides a full continuum of options to meet the needs of its students. The District collaborates and plans with the Western Region Consortium in order to provide services to students in the least restrictive environment. The District may seek placement outside the regular school when a student's needs are so severe that they cannot be met with supplementary aids and services. This may occur when a student presents a danger to himself or others in the regular education setting, or when he or she needs a non-traditional school environment or program, such as an adventure-based program for a brief period of time to address emotional or behavioral needs.

The District Supervisor of Special Education participates in all IEP meetings for students who are placed outside of the district. Each IEP team discusses the student's readiness to return to the home school. The Supervisor assists the team in developing a transition plan to successfully implement the student's return to the District.

Supplementary Aids and Services

Service/Resource	Description
Collaborative Supplemental Aids and Services	Schedule time for planning and team meetings
	Instructional arrangements that support collaboration (i.e., para-education support 20 hours per school year)
	Professional development relative to collaboration
	Scheduled opportunities for parental collaboration
	Regular Ed and Special Ed teachers collaborate in the development and delivery of Supplemental Aids and Services
	Parent trainings Sensitivity trainings
Instructional	Providing modified goals
	Providing alternate ways for students to demonstrate learning
	Providing test modification/accommodations
	Providing alternate materials or assistive technology including devices and programs
	Providing instruction on functional skills in context of typical routines in the regular classroom
	Changing methods of presentation
	Using reader services
	Providing research-based instructional materials (with consideration to the needs of color materials, specialized papers, specialized writing implements, etc.)
Providing instructional adaptations Personal Care Aide	

Physical	<p>Furniture arrangements in environments</p> <p>Specific seating arrangement</p> <p>Individualized desk or chair</p> <p>Adjustments for sensory input</p> <p>Environmental aids (e.g., amplification system)</p> <p>Structural aids (e.g., wheelchair accessibility)</p> <p>Program design per grade band (Kindergarten Academy, 1-3 buildings, 4-5 building, Middle School and High School)</p>
Social-Behavioral	<p>Social skills instruction using research-based materials</p> <p>Counseling/Social Work supports</p> <p>Peer supports</p> <p>Individualized behavior support plans</p> <p>Modifications of rules and expectations</p> <p>Cooperative learning strategies</p> <p>School wide behavior support (Wildcat Classroom)</p> <p>Trainers and training in Safe Crisis Management</p>

LRE Data Analysis

In reviewing the 2015-2016 District report card for Indicator 5, Mechanicsburg met two of the three indicators required. The District had 65.9% of their special education students in regular classes 80% or more of the day as compared to the SPP/ART target of 63.1%. The District had 7.6% of their special education students inside regular education classes less than 40% of the day as compared to the SPP/ART target of 8.5%. In terms of special education students in alternative settings, the District had 5.3% of their special education students in other settings as compared to the SPP/ART target of 4.6%.

The district uses various locations for out of district placements based on the needs presented by each student. IEP teams review student present level data to determine strengths, need, goals, specially designed instruction and related services. Once this data is determined, the team discusses the best placement in which the plan can be delivered. In cases where the IEP team feels that an out of district placement is necessary, the IEP team makes a recommendations for the best fit for the student. IU placements are always considered but do not always meet the unique needs of an individual child.



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.

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

Definitions

The following terms shall have these meanings, unless the context clearly indicates otherwise:

Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.

Behavior support- development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities 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 behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.

4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

Seclusion - confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

Delegation of Responsibility

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

Guidelines

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Physical Restraints

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

The Director of Student Services or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team

within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student 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 shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff are authorized to use the restraint and have received appropriate training.
4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Seclusion

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative with staff supervision at all times.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.

Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Student Services or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's INDIVIDUALIZED EDUCATION PLAN team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy

Growth for All Learners District Goal

Over the past 4 years, Mechanicsburg Area School District has committed to a district level comprehensive planning goal that focuses on differentiating instruction to meet student needs. This goal is not simply focused on instructional practices, but also on the past and present of students so that they can reach their future. A committee dedicated to this cause has studied Carol Ann Tomlinson's work on differentiated practices as well as the effects of trauma, poverty, socioeconomic class, and other environmental factors on students ability to learn. This information is being passed to the staff during professional development time to create a more student and relationship centered educational environment where students behaviors decrease and achievement increases.

Relations With Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.

The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.

Behavior Support, School Based Behavioral Health and De-Escalation Baseline Data:

1. The district employs a three school psychologists and two school social workers with all appropriate certifications to assist in the education of district staff in strategies and behavioral management.
2. The district employs thirteen school counselors who meet with students with low-level behavior concerns.

3. The district has one Dean of Student positions at Elmwood Elementary to address mid-level behavior concerns.
4. The district operates emotional support programs at both the itinerant and supplemental levels. Emotional Support teachers also assist in supporting regular education staff in the management and implementation of behavior support plans.
5. All teachers, administrators, and paraprofessionals have been trained in the use of social skills strategies in our Wildcat Classroom curriculum. The use of this strategy serves as a Tier 1 intervention.
6. All special education teachers have been trained in the proper development of positive behavior plans based upon functional behavioral assessments developed by the school psychologists and supported by emotional support teachers.
7. The District invites Therapeutic Support Staff, mobile therapists, and behavior specialists from social service agencies to meet with students throughout the school day in the school environment. In addition, school staff maintains a working relationship with probation officers assigned to students.
8. A CASSP representative has been assigned to the district to provide community support to parents.
9. The school district houses a Therapeutic Emotional Support program for students with severe psychiatric conditions. This program features a Masters level therapist and a consultation with a psychiatrist.
10. The district contracts with a number of alternative education providers who work on teaching the students appropriate social skills necessary to be successful in a school-based setting.
11. The district utilizes the Student Assistance Program (SAP) process at the elementary, middle, and high school levels. Students are referred by students, staff, parents, or students can make a self-referral. All referrals are reviewed by the SAP team for appropriateness prior to any action. SAP team members must include teachers, administrators, school nurse, and school counselors. The team meets weekly to discuss referrals and make recommendations. Outside counseling is contracted through Teenline and Cumberland-Perry Drug and Alcohol counseling.
12. All new staff is trained during the induction process with a focus on effective classroom management, de-escalation strategies, and positive behavior support through instruction in "The Wildcat Classroom".

Edit

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.

Ensuring FAPE

At the present time, the district has no unresolved issues of locating services for difficult to place students. When faced with barriers to educational placement for these students, we work to collaborate with parents as well as the Intermediate Unit Interagency Coordinator, local community child serving agencies (county Mental Health and Mental Retardation offices, Children & Youth, Probation and Vocational Rehabilitation). Interagency meetings are requested, such as through CASSP, and are scheduled to include all involved parties, including the family. When needed, the assistance of the Regional Interagency Coordinator at PaTTAN is also requested.

Hard to Place Students

On occasion, the District has a student that presents a placement challenge. There are many options that the District employs to provide a continuum of services, and thereby FAPE, for students in the district. Many of these options are provided by outside agencies. The district collaborates with the CAIU and the consortium districts to offer the most placement options for our students. The district also consults with Cumberland-Perry Mental Health and Intellectual Disability and other mental health agencies to ensure appropriate placements for student with disabilities. Outside service providers such as River Rock, New Story, NHS, Yellow Breeches Educational Center, Cumberland County Children and Youth, and multiple providers for family-based and Wrap services. These all allow the district to provide FAPE to students with a range of disabilities.

Local Continuum of Supports and Services

The district is interested in providing the most current solutions to challenges in educational placement. The district accomplished this variety of placement options by actively identifying the need through collaboration with local consortium districts, and actively seeking solutions to these needs. Monthly, representatives from the consortium districts meet to discuss the specific needs of students in their district. Likewise, monthly, the Special Education Advisory Council (SEAC) from the Capital Area Intermediate Unit (CAIU) meets to discuss placement needs that are surfacing. Through these discussions, as well as discussions occurring at IEP meetings, the special education administration creates and fosters cross-system agency support and support with local service providers. These provide a variety of non-traditional educational placements for the students of our district.

The district actively engages in staff recruitment, retention and professional development to build capacity among our staff. The district consults with a child psychiatrist who provides monthly in-service for staff members. Our school social workers and positive behavior support specialist receive advanced training and work with individual teachers and groups of teachers to increase their knowledge. These options and activities allow the district to fully provide FAPE to students with disabilities.

Edit

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.

General Strengths of Program

The special education teaching staff at Mechanicsburg Area School District is one of the greatest strengths of the special education program. Teachers are dedicated and committed to providing the most appropriate supports and services necessary for each student to receive a free and appropriate public education. Teachers continually attend professional development opportunities in the form of conferences, seminars, and workshops, to expand their skills for the benefit of students. Further, there is intentional collaboration between regular education and special education staff to ensure students are receiving the benefit of the regular education curriculum within special education programming.

The District's special education program is effective due to the collaborative efforts between special education teachers, regular education teachers, administration, and parents in the writing and implementing of Individualized Education Plans (IEP). With the District's commitment to improving inclusive opportunities for students, such programming is not only positive, it is vital for the success of our special education students. Consistent communication exists for the development of lesson plans and classroom activities. Curriculum adaptations and instructional modifications are done in the regular classroom allowing the least restrictive environment possible. Instructional practice is enhanced by the implementation of research-based instructional practices based upon the Learning Focused Schools, Incorporated instructional model. Scaffolding, previewing, and acceleration strategies aid staff in meeting the educational needs of all students, including the needs of special education students. As a student's needs change, so does the type of service offered. This ongoing communication between educational stakeholders assures that students with disabilities receive a free and appropriate public education.

The commitment of the Superintendent and the Board of School Directors to special education services is evident in the financial support for services, programs, and personnel. The District provides instructional aide support in good numbers to further special education programming. There are currently forty-five (45) part time or full time aides providing classroom and individual assistance to our special education students as directed by student need and the special education teachers. In some situations, this assistance is in the form of one-to-one assistance.

Annually, the District allocates a staff development day for the purpose of reviewing special education needs for students with continued education throughout the year. At the elementary, middle, and high school levels, an orientation training is provided to all staff as a joint presentation between administration and special education staff. The purpose of this training is to reinforce with all staff the legal requirements under IDEA and any updates to procedures or policy relative to special education within the district. Upon completion of this training, district staff is provided with IEP snapshot information for each special education student included on their class rosters. They are also able to speak with each case manager regarding questions or concerns so that there is an understanding of needs and necessary accommodations prior to students beginning the school year.

The District is fortunate to have three full time psychologists who have a wealth of knowledge. They not only do comprehensive testing and evaluations, but are instrumental in interpreting building data and providing input toward Data Analysis Meetings (DAM) and student Intervention Planning Meetings (IPMs). The school psychologists are available for consultation to any student, parent, and/or teacher. They provide both individual and group counseling, assist with crisis intervention, and provide teacher and parent trainings.

The District has two certified Home/School Visitors and licensed Social Workers who assist in the implementation and support of programs. They serve as Home-School Visitors to combat truancy issues as

well as support behavioral intervention and provide counseling services for our LEARN program, the in-district alternative education program. Our social workers play a vital role in the District's Student Assistance Program (SAP) and connect students and parents to community-based services within the area.

An important aspect of the Special Education program of the Mechanicsburg Area School District is the shared ownership of our students. Both District Office staff and building administration serve in the capacity as the LEA for IEPs. Building administration reinforces with all staff that special education students belong to the collective; not just the special education teacher or case manager. This shift in paradigm has been essential to the development of programs associated to Response to Intervention and Instruction.

Special Education Programming

Least Restrictive Environment

Mechanicsburg Area School District provides a continuum of services and placement options for students with disabilities. The District works with neighboring districts in a consortium agreement to provide programs for students with disabilities. Within the district, learning support, emotional support, life skills support, intensive learning support, therapeutic emotional support, deaf/hard of hearing support, vision support, and speech/language services are provided to students. These programs are provided through itinerant support, supplemental support, and full-time support classes. Special education support is also provided within the general education classroom through inclusive practices. General education teachers are active participants in IEP meetings, are aware of specially designed instruction required for each child and implement the specially designed instruction within their classroom. The District also contracts Autism support, occupational therapy, and physical therapy supports and services.

The District reserves a full day of staff training in analysis and review of student IEP goals and specially designed instruction. The District strives to provide supports and services for all students within general education when appropriate.

Learning Support Programming

The District provides both itinerant and supplemental Learning Support programming at the elementary, middle, and high school level. For a student to be considered itinerant level support, the student receives less than twenty percent of their school day with a special education setting. For a student to be considered supplemental level, the student receives more than twenty percent but less than eighty percent of their school day within a special education setting.

Students with specific learning disabilities, emotional support, other health impairments, and autism can receive learning support services. At the 4/5 building, the middle school and the high school, there is one special education teacher per building that services all students who qualify for itinerant level service. These teachers teach few or no content courses directly to the students. They are a support and resource for the content teacher regarding students who have an Individualized Education Plan (IEP). These teachers are also available to read assessments to students, proctor tests in the small group setting, and offer study halls to review and preview information.

At all levels, students identified with a need can receive specific learning support services in ELA and math in a push in or pull out format. Learning support services in other content areas is provided via leveled classes, tiered intervention, or push-in support. The learning support classes follow the regular education curriculum and their curriculum maps. Accommodations and modifications are made based on the student's needs. Information deemed "essential" is taught from the learning maps in the learning support setting.

Additional time is spent on remediation of deficit skills to bring students to grade level with the hope of moving them to a lesser restrictive environment.

Overall, learning support teachers are a resource for regular education teachers when specially designed instruction is being implemented. Communication between the special education teacher and regular education teacher ensures that the students specially designed instruction is being appropriately implemented to ensure success. Progress monitoring is a part of a learning support teacher's job description. Typically, progress monitoring reports are provided to parents or guardians within two weeks of the end of the marking period. That equates to four reports per academic school year.

Emotional Support Programming

The District operates Emotional Support programming at the elementary, middle, and high school levels. The flexibility of the program allows the teacher to spend additional time with those students needing assistance with organizational skills, social skills, or developing the skills necessary to deal with their emotional and behavioral needs. The goal of this program is to include the student as much as possible within the regular education environment, while providing the structure and support to address their individualized needs.

The Emotional Support teachers provide instruction and strategies in social thinking, mindfulness, anger management, conflict resolution, and conduct friendship groups with students. This instruction also occurs individually when students are identified with that need. Positive behavior approaches and the use of positive reward systems are beneficial to the success of the program. Services are coordinated with outside community agencies to provide a continuum of services to our students.

At the secondary school level, the District has a supplemental emotional support program that is designed to meet the intensive needs of our students. The core of the program is to provide academic support in a small group setting built around the emotional needs of the student. This program assists students in developing academic, cognitive, and social skills necessary to transition into the work force upon completion of high school.

At the elementary level, there is an Intensive Learning Support Classroom that is geared towards students with neurological impairments that requires a small group setting across the school day to work on social thinking and self-regulation skills. Additionally, there is a full-time Emotional Support classroom from grades 1 to 3 which provides students with behavioral needs a small group setting to work on regulation and academics.

Progress monitoring is a part of an emotional support teacher's job description. Typically, progress monitoring reports are provided to parents or guardians within two weeks of the end of the marking period. That equates to four reports per academic school year.

Therapeutic Emotional Support Programming

The District operates a Therapeutic Emotional Support program for three grade ranges in the district: intermediate (grade 4 to grade 5), middle school (grade 6 to grade 8), and high school (grade 9 to grade 12). This continuum of service has enabled the district to maintain students with a high level of emotional needs within the auspice of school district programs. The Therapeutic Emotional Support classrooms are available for students of the Mechanicsburg Area School District, as well as students of our consortium of districts. Students in the Therapeutic Emotional Support classroom have the ability to receive service at the itinerant, supplemental, or full-time level that best meets their individualized needs.

The foundation of the Therapeutic Emotional Support program is the individual and group counseling that is received by each student. The district contracts the service to provide for each classroom, a Masters level classroom therapist and a Behavior Interventionist. In addition, the program is monitored by a contracted psychiatrist who meets with staff, the student, and the parents throughout the school year.

Progress monitoring is a part of a TES teacher's job description. Typically, progress monitoring reports are provided to parents or guardians within two weeks of the end of the marking period. That equates to four reports per academic school year.

Life Skills Programming

The district operates a Life Skills Program for four grade ranges in the district: primary (Kindergarten to grade 2), intermediate (grade 3 to grade 5), middle school (grade 6 to grade 8), and high school (grade 9 to grade 12). This continuum of service has enabled the district to meet the specific learning needs of the students in the program. The primary and intermediate programs are also available for enrollment to the consortium of districts.

Our Life Skills program prides itself on our students gaining practical knowledge and developing the individual learning skills that support continuous education, encourage effective participation in society, and maximize their employment opportunities. Our Life Skills students participate in Community Based Instruction (i.e. grocery store, eating in a restaurant, public transportation, community service) multiple times per month depending on age which extends the opportunities for learning across settings. Our students actively participate in Special Olympics and other athletic opportunities to showcase their talents. They are also included in regular classes across the school day based on their areas of strengths and needs. Some examples include regular specials and morning meeting in the elementary, homeroom and special at the middle level, and electives, homeroom, and specials at the high school.

The District has a positive work experience program for our secondary Life Skills students. The Transition Coordinator and Job Coaches work closely to provide prevocational and employment opportunities for these students as well as secondary Learning Support and Emotional Support students. Local business owners are contacted regularly to furnish jobs that meet the strengths and needs of students according to their Individualized Education Plans (IEPs).

The District is proud of its collaborative venture with consortium districts in securing the Real Deal House for our students. The property, located at 723 Franklin Street in the Carlisle Area School District, is leased and operated by the consortium of districts. All on one level, the modern-looking house has two bedrooms, two bathrooms, eat-in kitchen, living room, washer and dryer. Everything is accessible for individuals with disabilities. The focus of the Real Deal house is to teach students independence and daily living skills while providing the opportunity to generalize these skills in a real-world environment.

Progress monitoring is a part of a life skills support teacher's job description. Typically, progress monitoring reports are provided to parents or guardians within two weeks of the end of the marking period. That equates to four reports per academic school year.

Speech and Language Programming

The District has four Speech and Language clinicians on staff to facilitate the students' communication development by providing: (1) speech/ language screenings and/or evaluations to determine present communication levels, (2) identification of individual students, through multi-disciplinary evaluation process, who meet the criteria of speech or language impairment, (3) individual and/or small group instruction in the

areas of articulation, receptive language, expressive language, fluency, idioms, pragmatics, and voice based on identified needs as outlined in the student's Individualized Education Plan (4) consultation and collaboration with classroom teachers, special education teachers, and parents to encourage student transfer and maintenance of acquired communication skills across curriculum areas and environments. The clinicians provide speech and language support to students at all district buildings and River Rock Academy, an alternative education site within the district.

Progress monitoring is a part of a clinician's job description. Typically, progress monitoring reports are provided to parents or guardians within two weeks of the end of the marking period. That equates to four reports per academic school year.

Deaf/Hard of Hearing Programming

The District has two Deaf and Hard of Hearing programs: one at the primary level (Kindergarten to grade 3) and the other at the secondary level (grade 6 to grade 12). For grades 4 and 5, the district houses the program and operates with a teacher from a neighboring school district. Each program has a certified teacher of the Deaf and paraprofessional support, and certified school interpreters to assist each student in achieving the maximum benefit of their education. The Deaf/Hard of Hearing program in the district can meet the individualized needs of the student at the itinerant or supplemental level. The District primary program is housed at Upper Allen, the intermediate program at Elmwood Elementary and the secondary program operates in both the middle school and high school setting.

Progress monitoring is a part of a DHH support teacher's job description. Typically, progress monitoring reports are provided to parents or guardians within two weeks of the end of the marking period. That equates to four reports per academic school year.

Blind/Visually Impaired Programming

The District Blind and Visually Impaired program is an itinerant-based program for students and a support for school personnel which are outlined in the student's IEP. The BVI teacher works collaboratively with the school staff to provide accommodations and direct service to meet each student's individualized needs. The program is shared with the consortium of districts (Carlisle, Northern York, Mechanicsburg, Shippensburg, and South Middleton).

Progress monitoring is a part of a BVI support teacher's job description. Typically, progress monitoring reports are provided to parents or guardians within two weeks of the end of the marking period. That equates to four reports per academic school year.

Assistive Technology

At this time, the District has formed a committee to address the ever changing and advancing needs for assistive technology for students. This committee works collaboratively with experts from the IU to deepen their knowledge of the SETT Framework and assistive technologies available.

All students in the District in need of assistive technology have the appropriate technology. This includes FM systems, hearing aids, communication devices, portable keyboards, iPads, and netbook

computers. Consultations with the Intermediate Unit are available for comprehensive Augmentative/ Alternate Communication (AAC) device evaluations and classroom/ educational supports.

Elementary classrooms in the district are equipped with classroom amplification systems that are readily used during instruction for all students.

Child Find: Public Notice

Information is provided annually to the public through the newspaper, school newsletter, school calendar, and District website. All teachers are aware of the referral process for students thought to be disabled and provide this information to parents. Annually, the referral process is reviewed during the special education activities day. The District also uses local and state assessments (PSSA), Study Island benchmark data, and AIMSweb benchmark data (elementary reading and mathematics), to find students in need of intervention planning. Data Analysis Meetings are held a minimum of three times a year to review benchmark data and align student needs to intervention programs. Intervention Planning Meetings refine the process through the establishment of specific student learning goals. The school based team discusses present academic and behavior concerns and implement interventions over a set period of time with progress monitoring accompanying the interventions. The student's response to the established intervention is continually reviewed to determine if the plan needs to be continued, modified, or if additional evaluation is warranted.

Preschool Transition

The Capital Area Intermediate Unit conducts child find activities to identify preschool children who may have developmental delays or other disabilities. The IU coordinates transition activities when these children approach school age. The District completes a multi-disciplinary evaluation (MDE) and speech and language evaluations when deemed necessary to assist in finding the most appropriate supports and services for incoming students. The District collaborates with the families, the Intermediate Unit, preschool case managers and special education teachers to encourage the most appropriate transition to school aged services.

This collaboration takes place through multiple meetings prior to students starting Kindergarten. It begins with a consortium-based meeting where parents meet all the special education directions in the consortium and then break into small groups to talk with the supervisor from their district. Following, the CAIU schedules twenty-minute informational meetings for each family. District team members including the supervisor of special education, Kindergarten Academy principal, a school psychologist, a speech and language pathologist, a learning support teacher, a counselor attend this meeting to hear current progress of each student. After this meeting, families are issued a permission to reevaluate for any student the district feels requires updated assessments. The District team will again meet with families in the beginning of June to review reevaluation reports and school aged IEP's for these students.

Some students are identified in early intervention after the initial group of meetings. The Intermediate Unit will schedule additional twenty-minute meetings with the district in May to review the information for these students. The district will take this information and complete a reevaluation or an IEP as they do with the earlier meetings as well. The team will get together sometime in July to review these documents.

Prior to the start of any school year, all students who are coming to the district with early intervention students will have met with a school aged team to determine needs and develop a plan prior to the student entering Kindergarten.

Exclusions: Suspensions and Expulsions

The District uses a variety of proactive strategies to prevent disruptive behavior and a variety of strategies to manage disruptive behavior when it occurs including: tiered behavioral interventions at the elementary level and informal behavior contracts and interventions. The District conducts many Functional Behavioral Assessments (FBAs) to develop effective behavior intervention plans for students with significant behavioral needs to manage and teach appropriate behaviors. The District does everything possible to maintain the least restrictive environment for our students.

Extracurricular and Non-Academic Programs

Students with disabilities have equal opportunity to participate in extracurricular and nonacademic programs. The District maintains its responsibility to provide necessary supports and services to meet the individualized needs of students with special needs. At each level, students with disabilities participate as members of band, chorus, and sports teams. Students participate in club activities at both the middle and high schools. Club options provide regular education students the opportunity to interact with special education students.

Secondary Transition

The special education teachers and the transition coordinator are very active participants in helping students at the high school level prepare for their futures. In a collaborative venture, these teachers work closely with the school counselors, School to Career coordinator, the transition consultant at the Intermediate Unit, and a variety of agencies who can offer support to students prior to leaving school.

Transition plans are initially created when a student is turning 14 in the calendar year of their IEP. The purpose of transition plans is to ensure student programming is focused on the post-secondary, employment, and independent living goals of each student. Secondary staff are reviewing Indicator 13 training in the 2017-2018 school year. Indicator 13 training is provided by the Capital Area Intermediate unit and is in accordance with the most recent laws relating to transitioning students identified with disabilities into life after high school.

The district utilizes a variety of transition assessments to aid in data collection for our secondary students. Our assessments range from interest inventories and assessments of barriers to cluster groupings of possible career pathway options beyond high school. Naviance, a web-based computer application, is utilized by all high school students in the planning and preparation for life beyond high school. This data assist IEP teams in determining appropriate educational programming to meet student's transition needs.

The Districts Transition Coordinator collaborates with case managers to ensure that appropriate transition assessments are given to students. The coordinator also participates in IEP meetings for students with more extensive transition plans. Our students gain experiences that range from supported work experience and co-ops to participating in a local community college for a transition to college or community living. Every year our Transition Coordinator leads a transition conference that brings local college representatives, businesses, and disability support agencies together to discuss the needs of future graduates. Case managers invite representatives from OVR and other agencies to participate in IEP meetings during students' junior and senior year to aid in planning.

Autism

[Hide Details](#)

Description:

As of June 2017 Penn Data Submission, the District has 110 students identified with the primary disability category of Autism. Fourteen of the 110 are educated outside of the district. The remaining 96 students attend the Mechanicsburg Area School District. Autism support services are provided in a variety of different models based on student need. Students identified with Autism receive a range of services from itinerant level to full-time depending on the degree that the disability affects involvement in the regular education curriculum. Primarily, students receive services through learning support or emotional support. A small percentage of these students that receive services through an intensive learning support setting or life skills.

Mechanicsburg Area School District implemented a 3 year Autism Growth Plan beginning in 2012 and ending in 2015. The focus of this plan was to build capacity within our current programs to support the growing needs relating to Autism. In this timeframe, the district worked on understanding Autism as a disability, learning how to collect data and make data driven decisions relating to needs such as behavior in students with Autism, and creating a program geared towards social and emotional regulation to meet the needs of students with Autism.

The district continues build the capacity to work with students with Autism. Supports at the building level regarding social thinking have been implemented across all elementary buildings. Staff continue to be trained in Safe Crisis Management which primarily teaches prevention and de-escalation strategies for students who become dysregulated. In addition, the district continues to offer trainings for paraprofessional as well as professional staff on the development of Positive Behavior Support Plans, sensory regulation strategies, and social thinking strategies. The district speech and language department has begun to research and create professional development sessions regarding the language deficits associated with Autism for the special education staff as a whole.

Person Responsible:

Supervisor of Special Education and Director of Student Services

Start Date:

5/1/2018

End Date:

6/1/2023

Program Area(s):

Professional Education, Special Education, Student Services

PROFESSIONAL DEVELOPMENT DETAILS

Hours Per Session:

1.0
of Sessions:

12
of Participants Per Session:

8
Provider:

District
Provider Type:

School Entity
PDE Approved:

No
Knowledge Gain:

This is an optional narrative for Special Education.

Research & Best Practices Base:

This is an optional narrative for Special Education.

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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles:

- 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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format:

- LEA Whole Group Presentation
- Series of Workshops
- Department Focused Presentation
- Professional Learning Communities

- Offsite Conferences

Participant Roles:

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir
- Paraprofessional
- New Staff
- Related Service Personnel

Grade Levels:

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities:

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- 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.
- Classroom student assessment data
- Participant survey

[Edit](#)

Reading NCLB #1

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Description:

Mechanicsburg Area School District has developed a reading program that includes a tiered reading intervention component which is accessible to all students within the district. This program is considered a regular education program. Therefore, no separate planning for special education occurs.

Beginning in the 2018 school year, the special education department and the reading department will begin a series of meetings to strengthen the collaboration of these two departments when it comes to servicing students. The focus of these meetings will be

to reestablish a continuum of intervention services to meet all reading needs, develop a process for goal setting in IEP's, and determine appropriate tools for progress monitoring of IEP goals.

Following collaboration with the supervisor of special education and the department coordinators for reading at the elementary and secondary levels, training will be provided to all staff, including reading interventionists and special education teachers, to strengthen data driven decision making across the spectrum of reading.

Person Responsible:

Director of Student Services, Elementary Reading Intervention Department
Coordinator, and Secondary Reading Department Coordinator

Start Date:

8/23/2018

End Date:

6/1/2023

Proposed Cost/Funding:

- 2014–2015: **\$3,500.00** funded by Other
- 2015–2016: **\$3,500.00** funded by Other
- 2016–2017: **\$3,500.00** funded by Other

Program Area(s):

Professional Education, Student Services

PROFESSIONAL DEVELOPMENT DETAILS

Hours Per Session:

3.0

of Sessions:

12

of Participants Per Session:

50

Provider:

District, CAIU and PaTTAN Lesions

Provider Type:

School Entity

PDE Approved:

No

Knowledge Gain:

This is an optional narrative for Special Education.

Research & Best Practices Base:

This is an optional narrative for Special Education.

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

For school or LEA administrators, and other educators seeking leadership roles:

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.

Training Format:

LEA Whole Group Presentation

Participant Roles:

- Classroom teachers
- Parents

Grade Levels:

Elementary - Primary (preK - grade 1)

Follow-up Activities:

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods:

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

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Behavior Support

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Description:

Mechanicsburg Area School District specifically focuses on positive behavior support systems to encourage positive social interactions. As a result, many buildings feature their own positive behavior incentive programs in addition to those outlined in IEP's. All

district staff members are trained in "The Wildcat Classroom" within their first year of working with the district through the induction process making this a standard curriculum for behavior support across the district. In addition, select regular and special education staff members are trained in JKM's Safe Crisis Management to promote positive behavior supports for students. Additionally, the district will look for avenues to integrate "Habits of Mind" into classroom engagement and management systems.

School District Policy 113.1- Positive Behavior Supports (Revised November 2013)

Purpose

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.^{[1][2][3][4][5]}

Authority

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.^{[1][3][5][6][7][8][9][10][11]}

Definitions

The following terms shall have these meanings, unless the context clearly indicates otherwise:^[1]

Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.

Behavior support- development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities 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 behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

Seclusion - confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.[9]

Delegation of Responsibility

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.[1]

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.[1]

Guidelines

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.[1][5]

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Physical Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.[1]

The Director of Student Services or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.[1]

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:[1]

1. The restraint is used with specific component elements of a positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.

3. Staff are authorized to use the restraint and have received appropriate training.
4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.[1]

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Seclusion

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative with staff supervision at all times.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.[1]

Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:[1]

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.[12]
7. Treatment of a demeaning nature.
8. Electric shock.

9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.^{[1][6][9][10][13][14][15][16][17][18][19][21][22][23][24][25][26][27][28]}

Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.^{[1][11][17]}

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Student Services or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.^[1]

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.^{[1][17]}

Relations With Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.^{[9][17][19][28]}

The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.^{[1][9][17][19][28]}

Behavior Support, School Based Behavioral Health and De-Escalation

Baseline Data:

1. The district employs three school psychologists and two school social workers with all appropriate certifications to assist in the education of district staff in strategies and behavioral management.
2. As of the 2017-2018 school year, the district employs will employ thirteen school counselors who meet with students with low-level behavior concerns.
3. The district has two Dean of Student positions; one at Elmwood Elementary and one at the high school; to address mid-level behavior concerns.
4. The district operates emotional support programs at both the itinerant and supplemental levels. Emotional Support teachers also assist in supporting regular education staff in the management and implementation of behavior support plans.
5. All teachers, administrators, counselors, and paraprofessionals have been trained in the use of social skill strategies from the Wildcat Classroom curriculum and social thinking strategies based on the work of Michelle Garcia Winner. The use of this strategy serves as a Tier 1 intervention.
6. All special education teachers have been trained in the proper development of positive behavior plans based upon functional behavioral assessments. Functional behavior assessments are created by school psychologists or personal trained in ABA theory.
7. The District invites Therapeutic Support Staff, mobile therapists, and behavior specialists from social service agencies to meet with students throughout the school day in the school environment. In addition, school staff maintains a working relationship with probation officers assigned to students. When necessary, the district will invite the parents to attend a CASSP meeting to brainstorm other solutions
8. The school district houses a consortium Therapeutic Emotional Support program for students that have been identified with severe mental health concerns that require therapeutic interventions across their school day. This program features a Masters level therapist and a consultation with a psychiatrist.
9. The district contracts with a number of alternative education providers who work on teaching the students appropriate social skills necessary to be successful in a school-based setting.
10. The district utilizes the Student Assistance Program (SAP) process at the elementary, middle, and high school levels. Students are referred by students, staff, parents, or students can make a self-referral. All referrals are reviewed by the SAP team for appropriateness prior to any action. SAP team members must include teachers, administrators, school nurse, and school counselors. The team meets weekly to discuss referrals and make recommendations. Outside counseling is contracted through Teenline and Cumberland-Perry Drug and Alcohol counseling.
11. All new staff is trained during the induction process with a focus on effective classroom management, de-escalation strategies, and positive behavior support.

Future Planning:

In order to continue to meet the ever growing needs in behavior supports, the district plans to review the following areas and provide specific training to staff involved:

- Exploration and implementation of trauma-sensitive strategies across the district.
- Improve data collection of Behaviors of Concern and responses to these behaviors from an ABA standpoint.
- The use of a highly trained behavior intervention team to intervene for high needs students.

Person Responsible:

Director of Student Services and Supervisor of Special Education

Start Date:

5/1/2018
End Date:

6/1/2023
Program Area(s):

Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education

PROFESSIONAL DEVELOPMENT DETAILS

Hours Per Session:

3.0
of Sessions:

12
of Participants Per Session:

25
Provider:

District trainers
Provider Type:

School Entity
PDE Approved:

No
Knowledge Gain:

Research based behavior management strategies.

Research & Best Practices Base:

Use of research based strategies to promote positive behavior supports within each building.

For classroom teachers, school counselors and education specialists:

- 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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school or LEA administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format:

Series of Workshops

Participant Roles:

- Classroom teachers
- Principals / Asst. Principals
- School counselors
- Paraprofessional
- New Staff
- Other educational specialists

Grade Levels:

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities:

Other: Collaboration with other professionals and implementation of positive behavior support plans within individual buildings.

Evaluation Methods:

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.



Paraprofessional

[Hide Details](#)

Description:

All paraprofessionals in the Mechanicsburg Area School District are Highly Qualified. **Sixty-five percent of paraprofessionals have two years of college or more. Thirty-one percent of paraprofessionals have passed the Comprehensive Assessment of Paraprofessional Educators (CAPE).** The CAPE test is designed to permit paraprofessional educators and their employers to fulfill requirements of federal legislation of No Child Left Behind (NCLB). Paraprofessional Educators must demonstrate their knowledge of reading, writing, and mathematics along with their ability to assist with instruction or readiness in each of these areas. The District contracts with CAPE and the test is administered once or twice a year on site to paraprofessionals who are hired by the District who do not have at least two years of college.

Paraprofessionals are invited to participate in building faculty meetings and mini professional development sessions throughout the school year. In addition, paraprofessionals attend workshops specifically designed to improve basic skills needed in the areas of managing problem behaviors, safe crisis management, understanding the IEP, CPR and first aid training, curriculum and assessment, and supporting students in regular education classrooms.

Paraprofessionals are also encouraged to attend out of district workshops, online trainings, or in-service programs that meet their specific needs. Paraprofessional staff is given information about workshops and trainings and are encouraged to attend when possible.

In the coming years, paraprofessional training will continue to focus on managing problem behaviors, safe crisis management specifically relating to trauma, and the role they play in the regular education classroom.

Person Responsible:

Direction of Student Services and Supervisor of Special Education

Start Date:

5/1/2018

End Date:

6/1/2023

Program Area(s):

Special Education

PROFESSIONAL DEVELOPMENT DETAILS

Hours Per Session:

3.0

of Sessions:

20

of Participants Per Session:

50

Provider:

District

Provider Type:

School Entity

PDE Approved:

No

Knowledge Gain:

This is an optional narrative for Special Education.

Research & Best Practices Base:

This is an optional narrative for Special Education.

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

For school or LEA administrators, and other educators seeking leadership roles:

Instructs the leader in managing resources for effective results.

Training Format:

Series of Workshops

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:

Peer-to-peer lesson discussion

Evaluation Methods:

Participant survey

[Edit](#)

Transition

[Hide Details](#)

Description:

Mechanicsburg Area School District follows the requirements Indicator 13 as sanctioned by the Commonwealth of Pennsylvania. In the 2016-2017 school year, Mechanicsburg completed exit surveys for all leaving seniors to be followed up on at the end of the 2017-2018 school year. Additionally, the district reported all transition questions as required by the Department of Labor and Industry.

The following list details additional programming available within the district to support transition for all identified students:

1. If a student is to turn 14 during the said IEP, the team discusses current preferences, interests, and skill sets that would lend to the world of work and what requirements those areas would hold. This discussion

is built into the IEP within the present levels and the transition plan. Courses are discussed that would best prepare the student for the delineated career options.

2. Students at the middle school participate in a career day in which they pick three areas of careers they would like to learn more about. The students attend guest speaker sessions regarding those careers. Case managers follow up with students and discuss thoughts regarding what they learned on career day. Eighth grade students are also invited to participate in real-life career modules at the career center located in the middle school. Students participate in a minimum of 3 modules over the course of the year.
3. Students will be administered various interest inventories, independent living skills assessments, and career interest inventories to collect data to drive transition activities. Case managers report the results of this survey in the IEP and correlate transition planning and goals to these areas of interest.
4. In ninth grade students begin to participate in Project DREAMS, a career exploration program that continues through their senior year. Students meet with a teacher mentor that helps them in completing items such as interest inventories, job shadows, career research, and a culminating project that includes a presentation and formal written paper explaining the careers explored and end outcomes for future planning.
5. All students work within the Naviance program; a computer based transitional tool that helps students learn of their interests, skill sets, and possible career options beyond high school. The program delineates work clusters that the student has a high probability of having interest and aptitude for. Case managers take the information from the Naviance program and report it in the IEP as well as communicate with the students the results.
6. Students at the high school participate in a semester length Career Development course both in their ninth and eleventh grade years. Students complete letters of interest, resumes, sample applications, and complete career research projects.
7. Every junior student participates in a mock interview in which actual employers from local businesses and corporations come into the building and interview the student in an individual interview format. Students are required to have a letter of interest in hand, their resume, and any additional portfolio information. They are also expected to complete a thank you letter following the interview. The mock interview includes a rubric in which the interviewer ranks how the student performed within the interview session.
8. For identified students in 8th grade students, a tour is arranged with The Cumberland/Perry Area Vocational Technical School so that students can tour the facility and see first hand what is available. In the following year, representatives from The Cumberland/Perry Area Vocational Technical School comes to the high school for an informational assembly that every ninth grader attends. A tour for students interested in applying to the school is arranged. Interested students receive applications and apply within their ninth grade year for admissions as tenth graders. Students with IEP's are provided the necessary supports delineated in his/her plan at the vocational school. The district's transition coordinator also serves as the liaison to the vo-tech for identified students.
9. The high school has a School to Careers Coordinator that supports students both with and without IEP's in transition opportunities that include both Co-Op in which students attend paid employment as part of their school day or in an unpaid Internship with a local business. The Coordinator works on weekly reports with the students and visits the worksites. The employer completes rubrics for student performance and collaborates with the School to Careers Coordinator in submission of collection of performance for grading.
10. The high school has a continuum of assessments that ninth through twelfth graders participate in to assesses interests, ability, preferences, and barriers to career and postsecondary options. Examples of district used vocational and/or postsecondary assessments include but not limited to: Barriers to Employment Success Inventory, Barriers to Success Inventory, TEACCH Transition Assessment Profile (TTAP), Transition Planning Inventory, Wide Range Interest Opinion Test (WRIOT-2), From Here to There.
11. The high school employs two full time paraprofessionals that serve the role of Job Coaches to serve our students with more moderate and severe disabilities. The job coaches support students from the life skills program, learning support program, and emotional support program. Students take assessments and go to work sites to shadow and volunteer. The program starts with exploration at a variety of sites and becomes more intricate as students hone in on a work site that incorporates their strengths and interests. Data is collected both on interests and ability in order to find the most appropriate work site for

the student. Further data is collected from job site rubrics while the student performs the job tasks. Job supports fade as the student becomes more independent at the work site.

12. Students that require additional supports beyond college preparation and/or work preparation also participate in daily living skill and recreational activities. Students go on weekly grocery shopping trips, work at a weekly school based coffee shop, go on monthly city transit bus trips, and attend monthly community based instruction trips that involve planning, navigating, and practicing skills necessary for independent adult living. Students also attend the Real Deal House, a fully equipped house, in which they participate in activities that include cleaning, cooking, and maintaining a home. Students also attend Special Olympics and the consortium collaborates to offer social experiences such as a Fall Social, winter bowling, a spring picnic, and a Spring Prom.
13. The district has successfully implemented a Peer Buddy Program, PALS @ MASH, in which students with special needs can interact with their peers in common teenage social activities. Students conduct fundraisers, participate in social events such as going to the movies, go bowling, play group games, karaoke, and attending a high school basketball game.
14. As of the winter of 2016, the district added a Transition Coordinator at the high school level to attend CART meetings via the CAIU, provide oversight of the job coaching program, create a transition inventory bank for other case managers to access, and seek further job opportunities for in the area for students.

Person Responsible:

Director of Student Services

Start Date:

5/1/2018

End Date:

6/1/2023

Program Area(s):

Special Education

PROFESSIONAL DEVELOPMENT DETAILS

Hours Per Session:

1.0

of Sessions:

12

of Participants Per Session:

20

Provider:

District

Provider Type:

School Entity

PDE Approved:

No

Knowledge Gain:

This is an optional narrative for Special Education.

Research & Best Practices Base:

This is an optional narrative for Special Education.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles:

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.

Training Format:

LEA Whole Group Presentation

Participant Roles:

- Classroom teachers
- School counselors
- Paraprofessional

Grade Levels:

- 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

Evaluation Methods:

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Edit