



STATE COLLEGE AREA SCHOOL DISTRICT
ADMINISTRATION OFFICES

131 W Nittany Avenue • STATE COLLEGE PENNSYLVANIA • 16801
TELEPHONE: 814-231-1016 -- FAX: 814023104130

To: Board Members

From: Bob O'Donnell & Pat Moore

Date: April 22, 2016

Re: PDE-required Special Education Plan (part of Comprehensive Plan submission)

The special education plan is a sub plan of the larger Comprehensive/Strategic Plan.

Pennsylvania School Code (**22 Pa Code § 14.104**) requires the following: *Each school district shall develop and implement a special education plan aligned with the strategic plan. The special education plan shall be developed every 3 years Each school district's special education plan must specify the special education programs that operate in the district and those that are operated in the district by intermediate units, area vocational technical schools and other agencies.*

This winter, our district's special education planning committee worked to respond to all of the department of education's questions.

On Monday, we would like to speak with you and field any of your questions regarding the proposed plan. The attached document was posted on the SCASD homepage (quick links) on March 1, 2016. Please note that this was developed within the state's planning system; the document's layout is not necessarily the easiest to understand.

We are seeking your approval of the proposed plan prior to submitting this to the PA Department of Education.

State College Area SD
Special Education Plan Report

07/01/2016 - 06/30/2019

District Profile

Demographics

131 W Nittany Ave
 State College, PA 16801
 (814)231-1011
 Superintendent: Robert O'Donnell
 Director of Special Education: Patrick Moore

Planning Committee

Name	Role
Charlotte Zmyslo	Administrator : Special Education
Sharon Salter	Assistant Director of Special Education : Special Education
Lydia Everhart	High School Teacher - Special Education : Special Education
Leslyn Radomsky	Instructional Technology Director/Specialist : Special Education
Dana Saylor	Parent : Special Education
Patrick Moore	Special Education Director/Specialist : Special Education
Deirdre Bauer	Student Curriculum Director/Specialist : Special Education
Jennifer Lucas	Student Curriculum Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 755

Identification Method

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

Beginning with the 2010/2011 school year, all eight SCASD elementary buildings gained approval from PDE to use *Response to Instruction and Intervention (RtII) for SLD Determination in Reading for K-3*. All eight elementary schools have recently reapplied for approval in accordance with the every 6 year certification requirement from PDE. RtII at the K-3 level has been very successful in providing at-risk students with interventions they need to be successful and close the gap. RtII is now an integral part of our culture and each year we continue to refine our process to provide a proactive approach to meeting the needs of at-risk learners.

In the SCASD, the school psychologists and administrators have attended training sessions (PaTTAN, IU, ASP and NASP) outlining the PA Guidelines for SLD identification. These guidelines are used for the identification of a student with a Specific Learning Disability K-12. The school psychologists provide on going workshops for the training of elementary staff on the process and criteria for identification of a Specific Learning Disability using our PDE approved RtII model. The use of RtII for the identification of students with a Specific Learning Disability in reading K-3 will continue to be utilized for the duration of this plan. At the same time, we continue exploring the possibility of expanding its' use to additional elementary grades. MDE teams determine whether a child exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement relative to age or grade for the identification of students with a Specific Learning Disability (SLD) in reading grades 4-12 and for all other eligible disability categories.

RtII Building Team meetings are held 3 times a year to review the data from an entire grade-level, to discuss a student's response to instruction and intervention (RtII), and to determine whether the interventions were appropriate and delivered with fidelity and integrity. Grade Level Data Teams meet monthly and review data from Strategic Monitoring as well as the Progress Monitoring data, which is reviewed at least biweekly by the interventionist(s). These meetings may be scheduled based on the data and not just at scheduled times. When reviewing the data of a student's response to intervention, the staff of the Grade Level Data Team: (a) examine the development of skills over time, (b) examine the rate/slope of the student's response to the intervention(s), and (c) discuss the amount and intensity of resources that may be necessary to create or sustain a positive response. Students who are non-responders are referred to the Building Level Data Team where the student's performance level as indicated by the benchmark data collection, the median of the final three

progress monitoring data points, and other assessment data is reviewed leading to the development of individual goals and research-based interventions identified to ameliorate the target skill(s)/deficit(s). The need for any additional meetings and assessments is discussed and established as necessary.

The student's rate of increase (or slope) is compared to the student's classroom, grade level, and national normative rates of increase to determine if it is sufficient to attain the expected level of achievement. If the student's rate of increase is less than 2 times the expected rate of increase (EROI) then it is considered to be insufficient to close the achievement gap. To be considered for a possible learning disability, a 2 times deficient expected rate of increase must be present. Further Decision Rules can be found in Appendix A on page 14 in the SCASD RtII manual located on the district web site under Academics.

As part of every evaluation process, data are collected from parents regarding medical status (e.g., vision, hearing, or other medical conditions that could impact learning), the primary home language, and any social/emotional or behavioral concerns. Additionally, the school nurse provides information regarding the medical status of the student with any concerns for how it may impact learning. Cumulative files are consulted as a check on home language status. Classroom observations are conducted, along with teacher interviews to rule out social/emotional, speech/language, or behavioral concerns. Finally, data from ongoing fidelity checks are gathered on the assessments, as well as core programming, Tier 2 and Tier 3 interventions to rule out possible lack of effective instruction.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

The most recent Special Education Data Report available is from 2014-2015. There are no areas of significant disproportionality.

Non-Resident Students Oversight

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

There are no facilities under Section 1306 of the Public School Code in the State College Area School District. In the event that a facility moves into the State College Area School District, the district will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code. If a facility providing services to 1306 students were to move into the SCASD, we would follow the state guidelines below.

Educational Programs for Students in "Non-Educational" Placements
22 Pa. Code Section 14.102 (a)(2)(xiii)

HOST SCHOOL DISTRICT RESPONSIBILITIES

Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and NOREP, or a service agreement under 22 PA Code Chapter 15, requires a different placement; 3) the child is currently expelled from his or her last educational placement due to a weapons offense (see, 24 P.S. § 13-1317.2(e.1)) or 4) the student is in an "interim alternative educational setting" and placed in accordance with the IDEA (see, 34 C.F.R. § 300.530 (c), (d)(5), and (g)). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs;

(1) Alternative Education for Disruptive Youth

(http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/alternative_education_for_disruptive_youth/507342), and

(2) Enrollment of Students

(http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/enrollment_ofstudents/507350).

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district's public schools. If the host district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is

responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a “qualified handicapped student” pursuant to Chapter 15.

Child Find Responsibility

In addition to ensuring that an appropriate educational program is provided, the host school district has Child Find responsibility for children “thought-to-be” eligible for special education services and/or accommodations within the host school district’s jurisdiction. This responsibility includes locating, identifying, and evaluating all §1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host district, or a person appointed by a court to provide such consent. If a child who is “handicapped” under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under IDEA and Chapter 14. One indication that a child is thought to-be-eligible may include a determination by the host district, parent, or a professional that the child’s educational needs cannot be met in a regular public school setting.

For children suspected as IDEA eligible students, the host district is responsible for maintaining contact with the student’s district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student.

Educational Decision-makers

If neither the parent of a child who is eligible or thought-to-be- eligible for special education nor an individual who meets the definition of parent in the IDEA can be located, the host district must appoint a surrogate parent.

Transferring Students

During the §1306 student's tenure in the children's institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and district of residence may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval by PDE after notice to and an opportunity for comment by the parents of the student

If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parents are included in the IEP meeting, including informing parents they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP team including the parent, the child must receive services comparable to those in the existing IEP. The host district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress.

The parent and the host district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five school days of the student's admission to the institution. If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the 5-day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's education placement must be made without delay.

In order to facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least 2 weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host district.

In making a decision about where to educate a student, consideration should be given to the

courses that would be available to the child in the proposed program, the qualifications of the staff, the program's ability to provide FAPE and comply with the other requirements of IDEA and Chapter 14 or §504 of the Rehabilitation Act and Chapters 15 or 16 of Title 22 of the Pennsylvania Code (as applicable to the individual child), and whether the program will prepare the student to meet any applicable promotion and/or graduation requirements.

Incarcerated Students Oversight

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

There are no prison facilities within the State College Area School District. The State College Area School District fully complies with the requirements of IDEA 2004 and PA Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school age individuals who have been incarcerated. Once the State College Area School District is informed of students in an incarceration facility, the district forwards to the facility the educational records including the most recent evaluation/reevaluation report, as well as the IEP. Eligible students receive special education when they are charged with a criminal offense, are awaiting trial, and after they are convicted of a criminal offense.

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 State College Area School District provides a full continuum of service and support options for students with disabilities. The starting point on the continuum is the general education curriculum and program offerings. Accommodations and modifications to the general education curriculum are made when appropriate to allow each student to participate in these general education offerings. Supplemental aides and services are provided according to the needs identified in a student's Individual Education Plan to support his/her participation and meaningful educational benefit in the least restrictive environment. In addition, Learning Enrichment is an option available to any student in need of enrichment and/or advancement in a general education program.

The district has consistently dedicated resources to maintain students with disabilities in the least restrictive environment. This is evidenced by our consistently higher than state average percentage of students with disabilities in general education reflected on Indicator 5 of the State Performance Plan for Educational Environments. SCASD met all three targeted areas - SE Inside Regular Class 80% 67.9%, SE Inside Regular Class less than 40% 3.3% & SE in Other Settings 1.8% - according to the 2013/2014 Special Education Data Report. A framework used to assist IEP teams in considering the full range of supplementary aids and services includes four categories of supplementary aids and services for consideration: Collaborative, Instructional, Physical, and Social-Behavioral. Within the four categories IEP teams may employ the use of paraprofessional support, itinerant in-class support by professional staff, alternate materials and assistive technology, augmentative communication devices, collaboration, co-teaching, differentiated instruction, instructional adaptations, response to instruction and intervention (research-based supplemental materials), thematic units, modified curriculum, materials and assessment, environmental modifications, social skills training, school wide positive behavior support, and individualized behavior support plans. These are some of the supplemental aids and services provided to students so they can remain in the general education environment with their non-disabled peers. The IEP team, with consideration of all appropriate Supplemental Aides and Services, remains the vehicle that guides team members in developing least restrictive placements for all children with disabilities. It is only after exhausting all the possible supports, services, and aides along with rigorous documentation and data collection that a team would begin to entertain the possibility of the need to look for an out of district placement. Specifically, there are several initiatives over the past several years that have and are supporting a high percentage of students with disabilities in the general education environment. The Collaborative Teaching Initiative (CTI) at the high school and middle school, Keystone Partnerships, Response to Instruction and Intervention (RtII), the Competent Learner Model, the Membership, Participation and Learning initiative, Universal Design for Learning, and School Wide Positive Behavior Support initiative all support students with disabilities with participation in the general education environment.

CTI at the high school is now in its fourteenth year of collaboration providing two adults - content area teacher and a special education teacher, reading specialist, PDS intern, or paraprofessional - providing instruction to a small, heterogeneous group of students from special education, at-risk, and non-identified students. CTI has evolved to be remarkably effective and successful as well as an integral part of the culture at the high school. In the past five years, we have been moving this same collaborative and co-teaching initiative into the middle schools for English and mathematics with very similar success for students.

Another very exciting and successful collaborative endeavor occurs within our Response to Instruction and Intervention (RtII) framework. In 2005 the State College Area School District started on the road to plan and develop an RtII model for reading at the elementary level. Our progress with the implementation of Response to Instruction and Intervention at the elementary level now;

- 1) emphasizes universal screening of all students K-3 in the area of reading literacy and in K for math
- 2) makes effective use of all existing resources including all staff and services
- 3) assesses student strengths and weaknesses based on academic performance in the general education environment
- 4) delivers research-based early interventions in the general education environment that are based on observable, reliable, and measurable information
- 5) frequently and directly monitors and charts student responses to instruction and interventions
- 6) de-emphasizes categories and labels while encouraging creativity, problem solving, and proactive support to at-risk students

The Competent Learner Model (CLM) is an integral part of instruction in our autistic support classrooms throughout the district. SCASD has achieved full accreditation in October 2012 as a CLM site from Tucci Learning, Inc. All students who have been exposed to this program and involved with the curriculum have experienced the benefits of the structured scope and sequence of CLM. CLM enhances the lives of our students through education and life skills, and the repertoires presented in the CLM curriculum provide us a way to achieve that goal and promote the skills necessary for students with autism to participate and benefit from their education across environments.

The Membership, Participation and Learning (MLP): Inclusive Practices for Students with Complex Support Needs started as a three year plan designed to provide district administrators, teachers and families with the training and support necessary to develop high quality, individualized inclusive educational practices for their students with complex support needs. MLP started in one of our elementary schools and has now expanded to another elementary school and one of the middle schools. Training and technical assistance were provided by teams consisting of: PaTTAN consultants; local IU Training and Consultative (TaC) staff, as well as BSE Advisers. Some of the general outcomes experienced include

- Students with complex support needs will be effectively educated in general education classrooms and settings with supplementary aids and services and will receive meaningful educational benefit.
- General and special education teachers will collaborate to provide meaningful educational benefit to students with complex support needs in general education classrooms and settings.
- School administrators will demonstrate leadership skills instrumental in promoting an inclusive school community.
- Parents are welcome partners with school districts in the support of inclusive education for their child.
- School District teams will implement plans for sustainability and expansion of practices. Over the next several years Universal Design for Learning (UDL) will be more and more included as

a framework in our curriculum development process. UDL focuses on developing flexible curricula that provides students with multiple ways of accessing content, multiple means of expressing what they learn, and multiple pathways for engaging their interest and motivation. Curriculum, as defined in the UDL literature, has four parts: instructional goals, methods, materials, and assessments. UDL is intended to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning, as well as other obstacles. UDL principles also lend themselves to implementing inclusionary practices in the classroom as UDL is about looking for natural connections to what one is already doing that can help diversify instruction. UDL is about strategic thinking and planning with all students in mind.

Behavior Support Services

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

BEHAVIOR SUPPORT POLICY

The policy of the SCASD is to adhere to the special education regulations delineated in 22 Pa. Code Chapter 14 as amended and effective in 2008. The regulations require that behavior support programs and plans for students with disabilities are based on a functional behavioral assessment (FBA). Following an FBA, IEP teams develop a Positive Behavior Support Plan for the student. Positive Behavior Support Plans include a variety of techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Potential causes of behavior problems, such as physical or medical conditions, environmental factors, staffing and program concerns, shall be reviewed and addressed prior to and during the development of a behavior support program. For each eligible student or young child who exhibits behavior problems which interfere with the student's ability to learn, including students identified with emotional disturbance, the IEP shall include provisions for a program of behavior support and management. Positive measures (e.g. effective use of attention, consistency, incentives, etc) rather than punitive or negative measures (e.g. ineffective use of attention, lack of replacement behaviors, etc.) shall form the basis of behavior support plans. Proactive measures of prevention of problem behaviors will be utilized. Aversive techniques, restraints or discipline procedures may not be used as a substitute for a behavior intervention program. Faculty and staff are trained in positive supports, use of positive reinforcement, de-escalation, and safe techniques and risks associated with the use of restraint. In

the event physical restraint is required to ensure the safety of the student and/or others, safe techniques are utilized by trained staff, the incident is documented, the parent/guardian is notified the day of the use of restraint, the offer is extended to convene the IEP team within 10 days, and the required information is recorded in the Restraint Information System Collection (RISC) within 10 days of the occurrence.

Positive Behavioral Support can target an individual or an entire school. By a focus on the student's individual needs, situational contexts and outcomes of behavior, it is possible to determine the accurate functions of the behavior, make the problem behavior less effective and efficient, and make the desired behavior more functional. This often involves changing systems, altering environments and teaching new skills, as well as focusing on the identified targeted behavior. For the individual the most important part for developing a PBS is the Functional Behavioral Assessment which reveals information about the antecedents, consequences, and frequency of the presenting behavior as well as any co-occurring variables. PBS plans need to be individualized, data-based and include procedures for monitoring, evaluating and reassessing. PBS are most effective when they are developed collaboratively (teachers, parents, student, agencies, etc) and with a high emphasis on the fidelity of implementation. While PBS can be very effective it can often be a reactive measure. One strategy to be more proactive with PBS is to address any concerns school wide via School Wide Positive Behavioral Supports (SWPBS).

School-Wide PBS is the application of evidence-based strategies & systems to assist schools to decrease problem behavior, increase academic performance, increase safety and establish positive school climate. SWPBS aims to provide effective environments in which positive behavior is more effective than problem behavior, is a collaborative, assessment-based approach to developing effective interventions for problem behavior and emphasizes the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes.

The district uses SWPBS and Positive Behavioral Support in its approach to addressing the behavioral, social, emotional functioning of students, focusing on the development of positive environments - safe, respectful, and responsible - for all students at all levels. At the elementary level each school has been trained and signed the Assurance agreement for the fidelity of implementation of SWPBS. In addition, the district employs a "team" approach, Instructional Support Teams (IST) at the elementary level, Casings Teams at the middle school level and Pupil Study teams at the high school, that function as Behavior Support Teams when the target in question is behavioral. When additional attention is required these teams would implement increased individualized reinforcement schedules, behavioral contracts, conduct individually tailored Functional Behavioral Assessments, and/or provide counseling group programs. At this level of intervention the plans are highly individualized, data driven and follow an RtII framework. Core team members can include administrator, behavioral specialist, school and/or clinical psychologist, counselor, teacher and in many instances parent/guardian.

The State College Area School District has in place since 1993 a system for offering Integrated Mental Health (IMH) services (formerly School Based Mental Health), the bulk of which consists of referral-based direct services such as individual assessment, referral, and intervention (individual and group) for children and adolescents, and behavioral consultation (with teachers, counselors, special education staff, school psychologists, and building administrators) on an as needed basis targeting a specific child or emerging theme within the district (e.g., severe aggression, persistent internalizing problems, and developmental disorders). The current IMH team includes district representatives from special education, guidance and counseling staff. Additionally, the current IMH team includes County Mental Health/Mental Retardation representative (children's services/CASSP Coordinator), local Community Mental Health Center (CMHC) representatives (which is housed within Penn State Psychology Department), and representatives from other local private mental health providers, most notably MidStep Child Development Center Inc. and Home Nursing Agency. During a given school year, the team meets approximately every 2 weeks to review new referrals and provide updates regarding active cases. Additional information on our Integrated Mental Health services can be found on the SCASD web page under Student Services.

Integrated Mental Health services are committed to ensuring that students in the State College Area School District have access to comprehensive mental health services and supports and that the family is supported in the process. Services primarily include assessment and evaluation, consultation and collaboration, individual and group interventions, and targeted trainings. Services providers include psychologists, therapists, counselors, primary care physicians and others with an array of relevant expertise. Services strive to be high quality, strength based, developmentally sensitive, data and evidence driven, youth guided and family driven, and will utilize an interdisciplinary and systems approach. Integrated Mental Health services may be available to students, families, and faculty/staff in the State College Area School District.

For the duration of this plan our IMH system will continue the efforts of the SUMMIT project which had the goal to improve students' access to a continuum of mental health services and supports from prevention through intervention, and to promote collaboration between school, community agencies, families, and students. The SUMMIT is a federally funded two year Mental Health grant. During the grant SCASD has been able to

- Create district wide policies and procedures for addressing the mental health needs of students.
- Increase knowledge of mental health promotion strategies, how mental health impacts learning, and the importance of expended school mental health services.
- Establish strong relationships between school and community mental health and child-serving agencies

- Implement processes that facilitate continuous improvement of services and supports while further increasing access.

SCASD provides a partial hospitalization program serving elementary students (HEARTS) and a middle level AEDY (STRIDES) and a high school level AEDY (RIT) program. These programs are provided in conjunction with a community mental health provider (Home Nursing Agency, Inc.). There are also individual and group supports offered through the array of guidance and special education personnel in the district. As with many districts throughout the state, there are SBMH resources in the form of BHRS services (i.e. Therapeutic Staff Support, Mobile Therapy, and Behavior Specialist Services), as well as an array of community support services interacting with students, families, and the district on a daily basis (e.g. Family Based, Family Preservation/Reunification, Drug and Alcohol Services, Juvenile Probation, Children and Youth Services, etc.). These programs and services are often significant and critical resources for students and families within the district.

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.

At present, the school district is not having difficulty with ensuring FAPE for an individual student or a particular disability category. The district offers the full continuum of services, supports, and programs to students with disabilities and will create new programs or acquire new services and supports should the need arise. The SCASD is aware of its responsibility to contact the Regional Interagency Coordinator (RIC) currently located at PaTTAN Harrisburg should the need arise regarding a question of a Cordero-type placement challenge.

One example is when we saw the need a couple of years ago in our autistic support classrooms for a more coordinated and educationally developmental approach to skills acquisition for our more challenged learners, we petitioned PaTTAN to partner with us in the implementation of the Competent Learner Model (CLM). This partnership and initiative in our classrooms has not only been successful but continues to expand into other environments within the district in providing our students with the necessary skills to successfully engage in their education. There are plans over the next several years to expand CLM, MPL and SWPBS to additional classrooms, grades and schools. This is a new and exciting integration of initiatives to promote the inclusion and success of our students.

The State College Area School District has always maintained collaborative relationships with PaTTAN, IU 10, county agencies, private providers, adjoining school districts, non public schools and, most importantly, parents, guardians and students. Faculty and staff are trained to collaborate with parents and in training students in Student-led IEPs. This particular collaboration is effective in promoting the development of self-advocacy skills for the student and in establishing their relationship with the providers they may need following graduation.

The school district commits both financial and staff resources to work collaboratively with local agencies to better coordinate services for eligible children. Examples include Early Intervention Transition, Integrated Mental Health, Student Assistance Program, CASSP, the Transition Coordinating Council, the Arc, Office of Vocational Rehabilitation, Strawberry Fields, and the Office of Mental Health and Intellectual Disabilities. During each school year several activities and programs designed to facilitate the transition of students from school to postsecondary programs occur. Some activities are career days, a Transition Fair, presentation and discuss over lunch with parents, postsecondary institution visits, and supports provided including but not limited to job coaching, the LifeLink Apartment Transition Lab and LifeLink PSU program.

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.

The Special Education Department provides programs and services in accord with the Individuals with Disabilities Education Act (IDEA 2004) and PA Chapter 14 Special Education Programs for students with disabilities. A student with a disability means a student who as the result of a multidisciplinary evaluation is determined to meet the criteria in one or more of the following categories: intellectual disability, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities and who is determined to need Specially Designed Instruction and related services. Examples of related services are speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training.

The State College Area School District provides a variety of opportunities for the screening and

evaluation of students thought to have disabilities. In kindergarten, all students receive screenings on readiness and standardized indicators of early literacy in reading are utilized through Universal Screenings K-5. All Elementary schools in the district have an identified and trained Instructional Support Team (IST). The Instructional Support Team works with school staff to provide screening in various areas (cognitive, emotional, social, communication, motor, vision and hearing). Parents may request IST consideration through the building principal. The IST process can recommend interventions, further screening and/or a referral for multidisciplinary evaluation (MDE) for special education services. At the middle and high school level, these teams are in the form of Child and Pupil Study Teams. In addition, the district conducts screenings to identify students who may need special education through universal screens, health screens, group intelligence tests and achievement tests.

A multidisciplinary evaluation (MDE) can be requested at any level by school teams and/or parents if a student is thought to be a student with a disability and in need of special education services. Once a student is identified to be a student with a disability and in need of Specially Designed Instruction an Individual Education Plan (IEP) is developed and reviewed annually to offer the necessary supports and services. This plan would include all the necessary supplemental aides and services for the student to make meaningful educational progress.

Highlights of SCASD special education programs and services available to students with disabilities include:

- Full range of district operated special education programs
- 100% Certified and Highly Qualified professionals
- 100% Highly Qualified paraprofessionals
- Collaborative and Co-Teaching partnerships K-12
- Full time Behavior Specialist
- Full time Assistive Technology Coordinator
- Full time Transition Coordinator
- Full time Curriculum Support Specialist
- LifeLink Transition Apartment Program
- LifeLink Penn State University Program
- Scientific, evidenced-based direct instruction programs
- School-based Integrated Mental Health Services
- HEARTS program for elementary level students with significant behavioral & emotional challenges

- STRIDES program for middle level students with significant behavioral & emotional challenges
- LRE placements of students with disabilities in general education classes higher than the state average
- Full continuum of research-based programs for students with autism
- Competent Learner Model in our classroom-based autistic support classrooms
- Response to Instruction and Intervention K-3 for reading and K for math
- Evidenced based Behavior Support Program
- School Wide Positive Behavior Support at the elementary level
- Comprehensive Early Intervention transition to kindergarten process
- Research-based disability identification process for Culturally & Linguistically Diverse Learners
- Standards-based IEPs and Student-led IEPs
- SCASD Special Education Department partnership with PSU School Psychology Department for a Professional Development School for school psychologists and support for RtII.

The curriculum within the special education department includes research based materials to meet the specialized needs of our students. Each of the supplemental and replacement programs is either research-based or research-validated. Highly emphasized is our professional development schedule offering training and support sessions to enable our teachers to implement the programs with fidelity and confidence. One result of the research-based programs and commitment to the fidelity of implementation is a closing of the gap for our students. This is evidenced by increasing number of students returning to the general education classroom after a couple years of intensive intervention. Our data also reflects a growing percentage of students successfully exiting special education. Matching researched-based interventions with the skill deficit(s) areas of the student and teaching the intervention with fidelity is meeting with success in our support classrooms. Additional information about the Special Education Department and supports and services available to students with disabilities, parents, teachers, and paraprofessionals can be found at www.scasd.org. Go to Services and click on Special Education.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of	Type of Service	Number of Students Placed
---------------	---------	-----------------	---------------------------

	Facility		
Soaring Heights	Other	Autistic Support	3
Northwestern Human Services	Other	Autistic and Emotional Support	3

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 1, 2015

Reason for the proposed change: Change in caseload number

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Nittany Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	5	1

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Change in caseload number

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Park Forest Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	7	1

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 1, 2015

Reason for the proposed change: Change in caseload numbers

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
-------------------	-------	---------------	---------	---------	-----	----------	-----

				Type	Range		
Park Forest Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 13	6	1

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 17	7	1

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Change in caseload numbers**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	18 to 21	2	1

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 16	12	1

Program Position #7*Operator:* School District**PROGRAM DETAILS**

Type: Position
 Implementation Date: September 1, 2015
 Reason for the proposed change: realignment of caseloads

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Nittany Elementary and Mount Nittany Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 12	14	0.5
Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.							
Mount Nittany Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 13	5	0.5
Justification: Services are provided in an Itinerant model within the general education environment and do not bring students of different grade levels together for instruction or support.							

Program Position #8

Operator: School District

PROGRAM DETAILS

Type:
 Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corl Street	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 10	4	0.5
Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.							
Corl Street	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 10	6	0.5
Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.							

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Position
 Implementation Date: September 1, 2015
 Reason for the proposed change: change of caseload numbers

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
-------------------	-------	---------------	---------	--------------	-----------	----------	-----

Gray's Woods	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 10	9	0.8
Gray's Woods	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 9	4	0.2

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 1, 2015*Reason for the proposed change:* realignment of caseloads**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Radio Park & Corl Street	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 10	9	0.75
Justification: Students are served in an itinerant model and do not receive services with other identified students.							
Radio Park and Corl Street	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 10	9	0.25
Justification: Itinerant model of individual service not grouped across grade levels.							

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lemont & Houserville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 8	3	0.3
Lemont & Houserville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 10	2	0.2

Program Position #12*Operator:* School District

PROGRAM DETAILS*Type: Position**Implementation Date: September 1, 2015**Reason for the proposed change: caseload numbers***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ferguson Township	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 10	9	0.75
Ferguson Township	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 10	6	0.25

Program Position #13*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: September 1, 2015**Reason for the proposed change: caseload number revision***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Park Forest Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 13	5	0.1
Park Forest Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 12	11	0.9

Program Position #14*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: September 1, 2015**Reason for the proposed change: caseload revision***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delta	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 17	10	0.8
Delta	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	9	0.2

		operated					
--	--	----------	--	--	--	--	--

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 1, 2015*Reason for the proposed change:* caseload revision**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	1	0.2
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	9	0.8

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Radio Park	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	18	1

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gray's Woods	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	8	1

Program Position #18

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corl Street	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	9	1
Justification: Students are not grouped together for instruction across grade levels.							

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 1, 2015

Reason for the proposed change: caseload change

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Easterly Parkway	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	14	0.8
Justification: Students are not grouped together for instruction across grade levels.							
Easterly Parkway	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 10	2	0.2
Justification: Students are not grouped together for instruction across grade levels.							

Program Position #20

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 1, 2016

Reason for the proposed change: change of caseload numbers

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Houserville	An Elementary School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	12	0.6

		operated					
Houserville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 11	3	0.4

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Nittany	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	19	1

Justification: Students are not grouped together for instruction across grade levels.

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 1, 2015*Reason for the proposed change:* realignment of caseloads**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Park Forest	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	10	0.8
Park Forest	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 10	1	0.2

Justification: Students are not grouped together for instruction across grade levels.

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gray's Woods	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	10	1

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ferguson Township	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	10	1

Justification: Students are not grouped together for instruction across grade levels.

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Park Forest	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	11	1

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Park Forest	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	11	1

Program Position #27

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Park Forest	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	12	1

Program Position #28

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Park Forest	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	13	1

Program Position #29

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Park Forest	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	9	1

Program Position #30

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Park Forest	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	11	1

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Park Forest	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	13	1

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Nittany	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	14	1

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 1, 2015*Reason for the proposed change:* newly added middle level program**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delta	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	10	1

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Nittany	A Middle School	A building in which General Education	Itinerant	Learning Support	12 to 13	13	1

High School South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	15	1
-------------------	-------------------------------	---	-----------	------------------	----------	----	---

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School South	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	19	1

Program Position #40*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	15	1

Program Position #41*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	14	1

Program Position #42*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
-------------------	-------	---------------	---------	---------	-----	----------	-----

				Type	Range		
High School South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	16	1

Program Position #43*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	16	1

Program Position #44*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School North	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 17	15	1

Program Position #45*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School North	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 17	15	1

Program Position #46*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School North	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 18	15	1

Program Position #47*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School North	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 18	12	1

Program Position #48*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School North	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	7	1

Program Position #49*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
HUB-Robeson Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	18 to 21	12	1

Program Position #50*Operator:* School District**PROGRAM DETAILS***Type:*

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delta	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	20	1

Program Position #51

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Easterly Parkway	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	6 to 10	7	0.8
Justification: Students beyond the age range have exception statements written into their IEPs.							
Easterly Parkway	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 10	2	0.2

Program Position #52

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Nittany	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	11 to 14	4	0.5
Mount Nittany	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	2	0.5

Program Position #53

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	14 to 18	2	0.5
High School South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	4	0.5

Program Position #54

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Park Forest & Mount Nittany	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	11 to 13	3	0.6
Mount Nittany Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.4

Program Position #55

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
District-wide	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 10	3	0.3

Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.							
District-wide	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 13	2	0.3
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 18	3	0.4

Program Position #56*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Easterly Parkway	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	5	1

Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.

Program Position #57*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
District-wide	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	17	1

Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.

Program Position #58*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
-------------------	-------	---------------	---------	--------------	-----------	----------	-----

High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	9	1
Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.							

Program Position #59*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
District-wide	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	16	1
Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.							

Program Position #60*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Park Forest	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	13	1
Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.							

Program Position #61*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Park Forest & Mount Nittany	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 13	6	1

Program Position #62*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Radio Park & Lemont	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	10	1
Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.							

Program Position #63*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
District-wide	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	11	1
Justification: Students are served in an itinerant model and are not grouped together for instruction across grade levels.							

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District-wide	1
Assistant Director of Special Education	District-wide	1
School Psychologist	District-wide	7.5
Assistive Technology Specialists	District-wide	1
Transition Coordinator	District-wide	1
Curriculum Support Specialist	District-wide	1
Paraprofessionals	District-wide	135
Instructional Support Teacher	District-wide	7.5
Title 1 & Reading Specialists	District-wide	11.5
Behavior Specialist	District wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	110 Hours
Physical Therapist	Outside Contractor	25 Hours
Vision Support Teacher	Intermediate Unit	24 Hours
Hearing Support Teacher	Intermediate Unit	7 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Students with disabilities in the area of autism will be provided with a full continuum of service and placement options with the starting point of educational placement being the general education classroom. All students with autism will be provided an appropriate Individualized Education Plan with the availability of related services, identified supplementary aides and services and Specially Designed Instruction. Evidence of implementation will be Internal compliance monitoring and cyclical monitoring.</p> <p>SCASD has 9 Safety Care trainers on staff. Safety Care training is required for all special education staff and offered to all interested faculty, staff, and administrators 4 times a year. Also provided on an annual basis are any necessary periodic renewals and refreshers. Safety-Care provides the tools needed be safe when working with behaviorally challenging individuals. It helps you to:</p> <ul style="list-style-type: none"> • Understand how and why crisis events happen, and ways in which we might inadvertently contribute to them. • Prevent crises using a variety of supportive interaction strategies. • Apply simple, evidence-based de-escalation strategies that are effective for any population. • Respond appropriately and safely to dangerous behavior. • Prevent the need for restraint. • Intervene after a crisis to reduce the chance that it will happen again.
Person Responsible	Pat Moore and Sharon Salter
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	20
# of Participants Per Session	18
Provider	SCASD and PaTTAN
Provider Type	School Entity and PaTTAN
PDE Approved	Yes
Knowledge Gain	<p>Curriculum and strategies for the effective instruction and support of students with autism.</p> <p>Understand how and why crisis events happen, and ways in which we might inadvertently contribute to them.</p> <p>Prevent crises using a variety of supportive interaction strategies.</p> <p>Apply simple, evidence-based de-escalation strategies that are effective for any population.</p> <p>Respond appropriately and safely to dangerous behavior.</p> <p>Prevent the need for restraint.</p> <p>Intervene after a crisis to reduce the chance that it will happen again.</p>
Research & Best Practices Base	Current research in the field of autism and knowledge of the current evidence based and research validated approaches for working with children with autism.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

Behavior Support

Description	The State College Area School District continues moving towards School Wide Positive Behavioral Support (SWPBS) for all students in all school buildings K-12. Most of the elementary and middle schools are already in the implementation phase. The remaining elementary and middle schools will be implementing SWPBS by September 2016. SWPBS at the high school began this year at the 9th grade level and is expected to expand grade by grade in each of the coming years.
Person Responsible	Pat Moore and Sharon Salter
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	9
# of Participants Per Session	20
Provider	SCASD and IU
Provider Type	School Entity
PDE Approved	Yes
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	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Live Webinar</p> <p>Department Focused Presentation</p>

	Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting Analysis of Positive Behavior Support Plan (PBSP) and Functional Behavioral Assessment (FBA)
Evaluation Methods	Data from Evaluation Reports, behavioral contracts, PBSP and FBAs.

Paraprofessional

Description	Annually, beginning with July 1 of each year, SCASD, Department of Special Education, offers Special Education Paraprofessionals with 20 inservice hours to meet the PDE/Chapter 14 mandate, and to improve overall skills and knowledge for working with students with disabilities. Topics for the various training offerings will include, but are not limited to: behavior management/SWBP; Chapter 14; Safety Care; First Aid and CPR; Common Core and Standards; Technology; and Communication and Collaboration.
Person Responsible	Pat Moore and Sharon Salter

Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	20
# of Participants Per Session	135
Provider	SCASD
Provider Type	Providers vary from the District, CIU-10, PaTTAN, Individuals, and so on. The number of participants in each session also varies, as does the total number of hours.
PDE Approved	No
Knowledge Gain	Special Education Paraprofessionals will gain knowledge needed to work with the students with whom they are assigned, and will gain skills needed in the areas of behavior management/SWBP; Chapter 14; Safety Care; First Aid and CPR; Common Core and Standards; Technology; and Communication and Collaboration.
Research & Best Practices Base	Chapter 14 requires SCASD offer 20 inservice hours to all special education paraprofessionals each year. Opportunities to participate in the CIU-10 Para Conference, PDE Autism Conference, and PDE Transition Conference will be offered to some special education paraprofessionals [based on their assignment], plus, SCASD will offer additional inservice training to help paras meet the 20 hour expectation.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

educators seeking leadership roles	<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Journaling and reflecting</p> <p>Sharing of learned skills and knowledge at the building level.</p>
Evaluation Methods	Participant survey

Reading NCLB #1

Description	<p>The State College Area School District Special Education Department will continue to close the gap for identified and at-risk students in the area of reading. We will continue our successful efforts with Response to Instruction and Intervention (RtII) in reading for K-3. We will continue with our expansion of the implementation of Read 180 and System 44 in our special education classrooms and with other at-risk populations at the elementary, middle and high school level. Cohorts of general education, special education and</p>
--------------------	--

	specialists have attended Reading Apprenticeship training. Additional cohorts are planned for the next three years. Implementation evidence will be data indicative of proficiency in reading, annual growth, and closing the gap.
Person Responsible	Pat Moore and Sharon Salter
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	15
# of Participants Per Session	25
Provider	IU and For Profit Company
Provider Type	IU and For Profit Company
PDE Approved	No
Knowledge Gain	<p>Reading Apprenticeship provides teachers with a framework to expand the curriculum with four interactive dimensions of classroom life that support reading development. The dimensions are woven into the subject-area through metacognitive conversations about the thinking processes students and teachers engage in as they read - social, personal, cognitive and knowledge building.</p> <p>Read 180 and System 44 instructional materials are designed with the principles of Universal Design for Learning, to facilitate access to the curriculum for all students. A multisensory instructional approach allows for multiple means of representation of learning materials, multiple means for students to express their learning through words and writing, and multiple means of engagement including software, small group, whole group, and independent activities. Read 180 offers a wealth of resources for differentiating and adapting instruction based on student needs.</p>
Research & Best Practices Base	Reading Apprenticeship's instructional framework and Read 180/System 44 supplemental instructional reading program, are research-based and research-proven for intermediate elementary, middle school and high school students. Over its history of use, Read 180/System 44 has become one of the most research-tested and practice-validated reading interventions in the country. It combines the best of cognitive science and research-based instructional practices with innovative technology to serve the needs of struggling readers.

<p>For classroom teachers, school counselors and education specialists</p>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<p>Training Format</p>	<p>Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities</p>
<p>Participant Roles</p>	<p>Classroom teachers Paraprofessional Classified Personnel New Staff</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting</p>
<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom</p>

	<p>environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity Portfolio
--	---

Transition

<p>Description</p>	<ol style="list-style-type: none"> 1. Topics for trainings could include but not limited to: Agency Awareness, Post Secondary Education Understanding, Understanding of CTC and DO programming, Evidence that an action step has been implemented will be the attendance record of those who attended each training session. 2. SCASD will annually, beginning July 1 of each year, offer Special Education Job Coaches monthly trainings to improve their skills and knowledge for working with students with disabilities. Topics for the various monthly trainings will include, but are not limited to: <ol style="list-style-type: none"> a. Behavior Management b. Communication c. Report Writing, d. Public Transportation Training e. Child Abuse Training, f. Safety Care 3. SCASD will annually, beginning July 1 of each year offer Special Education Teachers, Paraprofessionals and Guidance Counselors opportunities to improve their knowledge of areas of transition for students who hold an IEP or a 504 plan ages 14-21. Staff will have the opportunity to participate in a variety of activities to increase their knowledge and awareness of transition and assistance with Students, topics would include but are not limited to: <ol style="list-style-type: none"> a. Brown bag Lunches with County and State Agencies
---------------------------	--

- b. Field Trip Assistance to post secondary institutions
 - c. Quarterly Transition Days
 - d. Transition Support at IEP Meetings
 - e. Attendance at the PDE Transition Conference at the end of July each year
4. SCASD will annually, Beginning July 1 of each year offer parents of students with special needs the opportunity to prepare and understand services and opportunities for their child through various events that include but are not limited to:
- a. Post Secondary Luncheon
 - b. Estate Planning Night
 - c. Agency Panel Night
 - d. Autism Night
 - e. County Wide Agency Night
 - f. County Wide Post Secondary Night.
 - g. Parents will also receive notice of other opportunities for them and their children to participate in, as they are received by the district from outside sources such as PATTAN, Post Secondary Institutions and Agencies.
5. SCASD will annually, Beginning July 1 offer transition services to students ages 14-21 within the school district, and to 504 status students. Programs that will be offered, but are not limited to:
- a. Quarterly Transition Days focusing on Career Exploration, Interest and Skill levels using the Smartfutures Curriculum, and other topics in the areas of resumes, applications and job searching strategies
 - b. Exploration and hands-on field trips to post secondary institutions and training programs
 - c. Vocational Mentoring Day Program to shadow potential career interest areas
 - d. 6-8 Week Work Experience Opportunities, with job coaching

	<p>assistance to students to gain valuable soft employment skills</p> <p>e. Referral to OVR and assistance with initial meetings and guidance through the OVR Process for juniors and Seniors.</p> <p>f. Post Secondary Seminar and Field trip to help students, plan and understand their rights and responsibilities when getting ready to attend a post secondary institution.</p> <p>g. Annual Transition Academies for Students that focus on Employment and Post Secondary Educaiton</p>
Person Responsible	Pat Moore and Sharon Salter
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.5
# of Sessions	15
# of Participants Per Session	25
Provider	school entity
Provider Type	Providers vary from the District, CIU-10, PaTTAN, Individuals, and so on. The number of participants in each session also varies, as does the total number of hours.
PDE Approved	Yes
Knowledge Gain	SCASD faculty and staff, along with parents and students with disabilities will gain knowledge of how a student's rights will change upon graduation from high school, and the various implications of those changes with regards to self advocacy, securing accommodations, obtaining employment, gaining admission to postsecondary education and so on. Students will be referred to the appropriate adult agency(ies) (OVR, MHID, etc.) for support after high school.
Research & Best Practices Base	Research and best practices indicate the careful transition planning will assist students and their parents with the changes that occur once a student graduates from high school. For successful transition to occur, careful planning and educating is needed.

<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>LEA Whole Group Presentation Series of Workshops Live Webinar Department Focused Presentation Offsite Conferences</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<ul style="list-style-type: none"> • Department meetings and small group discussions about what's working and what's not; review of IEPs specifically the Transition

	Plan section, and so on.
Evaluation Methods	<ul style="list-style-type: none">• Participant survey• Review and analysis of data collected regarding students' work opportunities, college application and admission, and follow-up survey. Review of the postsecondary present levels and Transition Plan in the current IEP, and progress monitoring data as it relates to postsecondary goals.

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer