
Pennsylvania Department of Education



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

Special Education Plan Wednesday, June 13, 2007

Entity: State College Area SD
Address: 131 W Nittany Ave
 State College, PA 16801-4812
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School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
State College Area SD	Central IU 10	Dr. Patricia Best	14	7325	835

District Special Education Contact:

Name	Title	Phone	Fax	Email
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Current Program Strengths and Highlights

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: mental retardation, 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, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities and who is determined to need special education 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 as well as standardized indicators of early literacy. 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 for a student with a disability. 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 in need of special education services. Once a student is identified to be in need of Special Education an Individual Education Plan (IEP) is developed and reviewed annually to offer the necessary Specially Designed Instruction. This plan would include all the necessary supplemental aides and services for the student to make meaningful educational progress.

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

- Full range of district operated special education programs
- Certified and Highly Qualified professionals
- Trained paraprofessionals
- Collaborative and Co Teaching partnerships K-12
- Full time Assistive Technology Coordinator
- Full time Transition Coordinator
- Full time Curriculum Support Specialist
- LifeLink Transition Apartment Program
- LifeLink Penn State University Program
- Scientific, research-based instructional programs
- School-based Mental Health Services
- HEARTS program for elementary students with significant behavioral & emotional challenges
- STRIDES program for middle level students with significant behavioral & emotional challenges
- Least Restrictive Environment (LRE) placements 22% higher than state average
- Full continuum of research-based programs for students with autism
- Response to Intervention pilot and long-range implementation plan
- Effective Behavior Support Program
- Comprehensive Early Intervention transition to kindergarten process
- Research-based disability identification process for Culturally & Linguistically Diverse Learners

Additional information about the Special Education Department and supports available to students with disabilities and their parents can be found at www.scasd.org go to Services and click on Special Education.

Enrollment Differences

Category	District Enrollment	State Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
Autism	8.26%	3.20%	No	SCASD is within 10% of state average.	N/A
Deaf-Blindness	0%	0%	No	SCASD is within 10% of state average.	N/A
Emotional Disturbance	6.47%	9.70%	No	SCASD is within 10% of state average.	N/A
Hearing Impairment including Deafness	1.08%	1.10%	No	SCASD is within 10% of state average.	N/A
Mental Retardation	3.71%	9.40%	No	SCASD is within 10% of state average.	N/A
Multiple Disabilities	1.32%	1.10%	No	SCASD is within 10% of state average.	N/A
Orthopedic Impairment	0%	0.30%	No	SCASD is within 10% of state average.	N/A
Other Health Impairment	15.21%	4.40%	Yes	SCASD is less than 1% above the allowable 10% difference.	Comprehensive review of pre referral, referral, and identification process related to OHI and team decisions.
Specific Learning Disability	51.14%	53.90%	No	SCASD is within 10% of state average.	N/A
Speech or Language Impairment	12.22%	16.00%	No	SCASD is within 10% of state average.	N/A
Traumatic Brain Injury	0%	0.30%	No	SCASD is within 10% of state average.	N/A
Visual Impairment including Blindness	0.60%	0.40%	No	SCASD is within 10% of state average.	N/A

Ethnicity Enrollment Differences

Category	District Enrollment	Spec. Ed. Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
American Indian/Alaskan Native	0.37%	0.36%	No	SCASD is within 10% of state average.	N/A
Asian/Pacific Islander	5.45%	2.63%	No	SCASD is within 10% of state average.	N/A
Black (Non-Hispanic)	2.74%	4.43%	No	SCASD is within 10% of state average.	N/A
Hispanic	1.84%	0.72%	No	SCASD is within 10% of state average.	N/A
White (Non-Hispanic)	89.60%	91.86%	No	SCASD is within 10% of state average.	N/A

Exiting Statistics

State Graduation	State Dropout	District Graduation	District Dropout	Is Disp.?	Data Analysis	Plans for Improvement
91.80%	7.40%	98.00%	2.00%	No	SCASD has a higher graduation rate and lower dropout percentage than the state average.	SCASD has a goal of 100% graduation rate. We will continue to conduct surveys, interviews and program reviews to determine areas for possible improvement.

Facilities for Nonresidential Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvc's as of Dec 1
None	NA	0

Incarcerated Students Oversight

There are no facilities for incarcerated youth with the school district boundaries.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
None	None	0

Personnel Development - PA NCLB Goal #1

Topic	Using scientific research-based instructional programs, Reading Mastery, Corrective Reading & Read Naturally, for example, students with disabilities will increase their proficiency on the PSSA by 10% each year for each of the next three years.
Baseline Data	Using AIMSweb all special education teachers who teach direct instruction reading will gather baseline data on fluency and comprehension and will then progress monitor each student weekly. Data charted in AIMSweb will reflect progress towards individualized goals. Regular education teachers who teach reading will utilize similar data collection.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
All special education teachers who teach reading have been trained in Reading Mastery & Corrective Reading and will receive refreshers in August and November 2007 and March/April 2008. SRA consultants will provide on site consultation within classrooms, Additional support will be provided by the Curriculum Support Specialist.	Higher Education Staff, Private Providers and Consultants	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Students will increase their skills in decoding, fluency, and comprehension resulting in increased proficiency on the PSSA in reading. The anticipated gains will improve the proficiency of students with disabilities to 55% by 2008, 63% by 2009 and 68% by 2010.

Topic	Mathematics - using scientific research-based programs, Connecting Math Concepts, collaborations with regular education teachers in Investigations and Connective Math students will increase their proficiency in mathematical knowledge and skills.
Baseline Data	Using the Curriculum Based Measurements in AIMSweb all special education teachers who teach direct instruction mathematics will gather baseline data and weekly progress monitor individual goals.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
All special education teachers who teach direct instruction math were trained in 2006/2007 to implement Connecting Math Concepts. Additional training will occur throughout the 2007/2008 school year with additional refreshers and support from the Curriculum Support Specialist in 2008/2009 and 2009/2010.	Higher Education Staff, SRA trainers	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups, In class observation and consultation	Students will increase their math fluency and understanding resulting in increased percent of students with disabilities proficient on the PSSA. The anticipated gains will increase the percentage of students with disabilities proficient in math by 10% each year for the next 3 years - 2007/2008, 2008/2009 & 2009/2010.

Topic	Differentiated Instruction will be incorporated into classrooms improving our capacity to meet the needs of ALL learners.
Baseline Data	Pre referral and referral data for special education will be gathered and reviewed in light of learning style, preference, and/or cultural difference. 2007 PSSA scores.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Differentiated Instruction has been initiated within the district over the past couple of years. At elementary a 3 to 5 year plan for the training and implementation of DI is being developed. The middle level is on a similar journey.	PATTAN Staff, Higher Education Staff, ASCD and in house trainers.	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	Differentiating Instruction will improve understanding, competency, and achievement for all students. Evidence will be an overall increase of all students proficient on the PSSA 2007/08 - 3-5% increase 2008/09 - 3-5% increase 2009/10 - 3-5% increase

Topic	Using a Response to Intervention framework at least 90-95% of all students will be proficient in reading by grade 3.
Baseline Data	Universal screening three times per year using CBM AIMSweb probes which are diagnostic, prescriptive & highly predictive of literacy success.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2006/07 all K students were Universally Screened and kindergarten and Instructional Support teachers trained in AIMSweb and data analysis. At a pilot elementary, Ferguson Township, all students K-2 were Universally Screened and staff trained in AIMSweb and data analysis. 2007/2008 - Universal Screening will be expanded to include all first grade students. Research-based program will be implemented for those found at-risk and Strategic Monitored. Pilot elementary will expand to include 3rd grade. 2008/2009 - Universal screen and interventions will be expanded to include all K-2 students and pilot will add 4 th grade. 2009/2010 - Universal Screening and Rtl will be expanded to include all K-3 students and pilot will add 5th grade.	PATTAN Staff, Higher Education Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	At least 95% of all 3rd grade students will be literate and proficient as measured by CBMs and the PSSA Reading spring of 2010. CBMs - 07/08 - 83% proficient CBMs - 08/09 - 90% proficient CBMs & PSSA - 2009/10 - 95% proficient

Personnel Development - PA NCLB Goal #3

Topic	ASSISTIVE TECHNOLOGY: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
Baseline Data	The district has a full-time Assistive Technology Specialist. She conducts and/or guides assessments for students referred by IEP teams. If warranted, a trial period with an AT device and/or software program is implemented. The IEP team then decides on the effectiveness of the device and/or software. Once adopted by the IEP team the AT device and/or software would be incorporated into the student's IEP.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Quarterly as determined necessary for the 2007-2010 school years. All new staff upon hire.	PATTAN Staff, IU Staff, Company Representatives	Parent, New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning	Results will be individualized based on the AT device and/or software prescribed for the student. The educational benefit derived by the student from the use of Assistive Technology will be included in quarterly progress reports.

Topic	LOW INCIDENCE: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
Baseline Data	All teachers servicing students in Low Incidence categories are highly Qualified.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Annual PA Low Incidence Institute Quarterly topical half day	PATTAN Staff, Higher Education Staff	New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	Workshops with Joint Planning Periods, Conferences, Distance Learning	Students will improve performance on the PASA and PSSA. Teachers will acquire additional knowledge and skills related to providing services for students of Low Incidence. 2007/08 - 5-8% 2008/09 - 5-8% 2009/10 - 5-8%

Topic	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
Baseline Data	All teachers are certified and highly qualified. Many are also certified in Applied Behavioral Analysis.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Annual National Autism Conference Monthly in-service	PATTAN Staff, IU Staff, Higher Education Staff	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning	Student success. Improved professional expertise and competency. Improved paraprofessional skills.
Competent Learner Model 2007/2008 & 2008/2009. On-site training and coaching from PaTTAN. Three day training August 2007 and 4 full days during 2007/2008.	PATTAN Staff	Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Competent Learner Model accreditation. 2007/08 - PaTTAN training 2008/09 - incorporation into 1 classroom. 2009/10 - districtwide

Topic	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
Baseline Data	All teachers are certified and highly qualified via additional content area certification, the Bridge, and/or the HOUSSE. All paraprofessionals meet minimum state requirements and are engaged in continuous improvement. Most of our paraprofessionals have post secondary degrees.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Quarterly - August, November, February & April of each school year - 2007/08, 2008/09 & 2009/10.	PATTAN Staff, IU Staff, Higher Education Staff, District Supervisors & Specialists	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	We will maintain our 100% level of highly qualified teachers and trained paraprofessionals.

Personnel Development - PA NCLB Goal #4

Topic	BEHAVIOR SUPPORT: Students with disabilities will interact with others in their school environments in an effective manner so that their behavior does not impede their learning or the learning of others
Baseline Data	Emotional Support teachers will collect data specific to IEP goals by progress monitoring targeted behaviors.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
All ES teachers were trained by PaTTAN spring of 2007 on "Skill Specific Graphing". Additional trainings will occur 2007/08 - Aug, Nov. & March 2008/09 - Aug., Nov. & March and 2009/10 - Aug., Nov. & March.	PATTAN Staff, IU Staff	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences, Distance Learning	All ES teachers will understand and utilize data collection, interpretation, and reporting related to student behavior. 2007/08 - data collection for each measurable behavioral goal. 2008/09 - charting data collection using web based program. 2009/10 - incorporation of charts and data analysis into IEPs & ERs.

Topic	Effective use of social skills groups to foster improved relationships with peers.
Baseline Data	Identification of students in need of social skills training from IEPs, counselors and School Based Mental Health professionals.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Half day In-service 2007/08 - October & January; 2008/09 - October & January; 2009/10 - October & January. Co facilitate groups with SBMH professional.	PATTAN Staff, IU Staff	Instructional Staff	On-site Training with Guided Practice, Conferences, Distance Learning	Improved student outcomes, peer relationships, and self-concept. Teacher, parent & student completed rating forms pre & post each year. Additionally, a 3% reduction each year in referrals of the targeted students for peer related issues.

Topic	Understanding disabilities, supports and interventions related to students with behavioral challenges is essential for professional staff to promote and support a conducive learning environment conducive to learning.
Baseline Data	Data from suspension/expulsion data, administrators, teachers and counselors of most frequently occurring disruptive behaviors.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Monthly topical Info-Specials from September to May during 2007/08, 2008/09 & 2009/2010.	Higher Education Staff, Private consultants	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Study Groups	Increased understanding of challenging behaviors, improved school climate, and decrease in suspensions by 3% each school year - 2007/08, 2008/09 & 2009/10.

Personnel Development - PA NCLB Goal #5

Topic	TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult living.
Baseline Data	Present data reflects every student with a disability entering the district from an Early Intervention program is evaluated and an IEP developed when appropriate to ensure a successful transition. At the high school level the data indicates 98% of students with disabilities graduated from high school June 2006. Starting in the fall 2007 we will build baseline of exit and post-school outcome data annually.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer and fall 2007/08 - survey development and training, 2008/09 survey implementation and data collection, 2009/10 - data analysis & program improvement.	PATTAN Staff, IU Staff	Parent, New Staff, Instructional Staff	On-site Training with Guided Practice, Conferences, Distance Learning	Students with disabilities will be enrolled in some type of postsecondary school, competitively employed, or both, within one year of leaving high school. 2007/08 - each student with a disability graduated during June 07 administered survey. 2008/09 - student data collected, sorted, reviewed & survey provided to June '08 graduates. 2009/10 - 2 year data analysed and changes made to programs supporting successful transition accordingly.

Topic	Transition: Parents, students with disabilities, faculty and staff will demonstrate increased knowledge of how students and parents rights and eligibility (as a person with a disability) under the law changes upon graduation.
Baseline Data	Currently, parents are invited to attend one luncheon meeting, and students are invited to attend an informational luncheon and a PSU campus visit twice a year.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall and Spring trainings - 2007/08, 2008/09 & 2009/10.	IU Staff, Higher Education Staff, Employers & OVR	Parent, New Staff, Instructional Staff	On-site Training with Guided Practice, Conferences, Distance Learning	Attendance and completion of training and evaluations of training content. Improved attendance at each transition offering by 3-5%. 2007/08 - 3-5% increase 2008/09 - 3-5% increase 2009/10 - 3-5% increase

Topic	Transition: Effective Transition Plan development by IEP teams to ensure 100% compliance with Indicator 13.
Baseline Data	Present IEP data reflects that all students of transition age have the required Transition Services component completed in the IEP.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2007/08 - November, 2008/09 - November, 2009/10 - November.	PATTAN Staff, IU Staff	Parent, New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning	Students with disabilities will have a comprehensive Transition Plan as part of their IEP that is 100% compliant with Indicator 13 and addresses the students' identified outcomes. SOPs (Summary of Performance) will be comprehensive and serve as a resource to the student in their next endeavor (postsecondary education, competitive employment, and/or independent living) 2007/08 - internal review and areas for improvement identified. 2008/09 - improvements integrated into process. 2009/10 - 100% compliance with Indicator 13 and comprehensive SOPs.

Ensuring FAPE

All disability categories are serviced within the school district given the continuum of services currently available within the State college Area School District. Educating students with disabilities in their neighborhood school, inclusive practices, and promoting acceptance of diversity have been a part of the district's strategic plan for many years. Additional areas of professional development have been identified to increase our already very high percentage of students with disabilities in the least restrictive environment. These include but are not limited to Differentiated Instruction, Response to Intervention, and content area collaborations for curriculum development.

Hard-to-Place Students

The State College Area School District is committed to work in collaboration with state and local agencies in order to provide quality services to eligible children. In keeping with the State's Memorandum of Understanding (MOU) the SCASD has for several years been collaboratively involved with local agencies for coordinating services for students with disabilities. CASSP meetings are a routine part of the decision making process in these instances.

Collaboration in Providing Services

The district is an active and supportive member of the county CASSP system and participates in the Student Assistance Program, which is supported by other agencies. If the district has a student "at risk" for Intensive Interagency Coordination, local IEP and Interagency teams (Base Service Unit, MH/MR, Intermediate Unit, Children and Youth Services, Juvenile Probation and other agencies as necessary) are convened with district representatives and parent(s)/guardian(s) to discuss service, plan, and program options.

Improving Program Capacity

The school district has committed both financial and staff resources to work collaboratively with local agencies in order to better coordinate services for eligible children. Examples include Early Intervention Transition, School Based Mental Health, CASSP, the Transition Coordinating Council, the Arc, Office of Vocational Rehabilitation, Careerlink, and the Office of Mental Retardation. During each school year several activities and programs designed to facilitate the transition of students from school to post secondary programs occur. Some activities are career days and post-secondary institution visits, some supports provided include job coaching, and the LifeLink Apartment and LifeLink PSU programs.

Coordination of Available Funds/Resources Usage

The SCASD participates in the ACCESS program and utilizes these funds to provide services and augmentative devices to identified students. Annually, at the IEP meeting, permission is obtained from parents of students ACCESS eligible who receive billable services. These funds are utilized

for some of the costs associated with providing services such as speech and language, occupational and physical therapies, psychological, and psychiatric services to name a few. School teams educate parents about services available through the county and when applicable, the district coordinates these services with county agencies and the parents. The school district utilizes a collaborative, interagency and family approach and provides for the assigning of medical assistance dollars first when requesting a service or support that is ACCESS eligible, i.e., Therapy equipment, specialized furniture, assistive devices, etc.

Number of Students Billed to ACCESS

100

Ensuring Maximum Integration

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

The district has consistently dedicated resources in order to maintain students in the least restrictive environment. The use of paraprofessional support, itinerant in-class support by professional staff, assistive technology, augmentative communication devices, collaboration, co-teaching, differentiated instruction, thematic units, modified curriculum, materials and assessment all have been resources provided to students so they can remain with their non disabled peers. The IEP team with consideration of all appropriate Supplemental Aides and Services the remains the vehicle that guides team members in developing least restrictive placements for all children with disabilities.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Western PA School for the Blind	Approved Private Schools	Full time Vision Support	1
Manito	Other	Alternative Education Program	4
Instruction in the Home	Instruction in the Home	Itinerant Learning and Emotional Support	2
Central PA Autism Academy	Approved Private Schools	Full-time Autistic Support	3

LRE Data Analysis

SE Outside Regular Classroom < 21%	SE Outside Regular Classroom 21-60%	SE Outside Regular Classroom > 60%	Special Education students in Other Settings	Data Analysis	Plans for Improvement
69.22%	24.43%	6.11%	0.24%	The data indicates that in the least restrictive category of identified students outside of the regular education setting less than 21% - placements of identified students is 22% higher than the state average. Also, identified students in the SCASD placed in the most restrictive settings are 200 times lower than the state average. The data reflects the positive impact of several district initiatives to serve identified students in the least restrictive settings as well as to service the needs of our students within the district.	Recently the district has embarked on two specific journeys that should result in further improvement of our least restrictive environment - Differentiated Instruction and Response to Intervention.

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Houserville	E	GE	R	LS	8	11	19	1.0
-	SD	Panorama Village	E	GE	R	LS	6	10	12	1.0
-	SD	Boalsburg	E	GE	R	LS	9	11	8	0.5
-	SD	Easterly Parkway	E	GE	R	LS	7	11	16	1.0
-	SD	Park Forest	E	GE	R	LS	7	10	17	1.0
-	SD	Radio Park	E	GE	R	LS	7	10	17	1.0
-	SD	Houserville	E	GE	R	LS	7	10	10	0.5
-	SD	Corl Street	E	GE	R	LS	6	11	13	1.0
-	SD	Park Forest	E	GE	R	LS	8	11	13	1.0
-	SD	Grays Woods	E	GE	R	LS	7	10	18	1.0
-	SD	Ferguson Township	E	GE	R	LS	6	11	19	1.0
-	SD	Grays Woods	E	GE	R	LS	9	11	9	0.5
-	SD	Radio Park	E	GE	R	LS	9	12	20	1.0
-	SD	Park Forest	M	GE	R	LS	11	12	14	1.0
-	SD	Park Forest	M	GE	R	LS	11	12	14	1.0
-	SD	Park Forest	M	GE	R	LS	12	13	14	1.0

-	SD	Park Forest	M	GE	R	LS	12	13	14	1.0
-	SD	Park Forest	M	GE	R	LS	13	14	19	1.0
-	SD	Park Forest	M	GE	R	LS	13	14	19	1.0
-	SD	Park Forest	M	GE	R	LS	12	14	10	0.5
-	SD	Park Forest	M	GE	PT	LS	12	15	12	1.0
-	SD	Mount Nittany	M	GE	R	LS	11	12	17	1.0
-	SD	Mount Nittany	M	GE	R	LS	11	12	14	1.0
-	SD	Mount Nittany	M	GE	R	LS	12	13	15	1.0
-	SD	Mount Nittany	M	GE	R	LS	13	14	14	1.0
-	SD	Mount Nittany	M	GE	R	LS	13	14	12	1.0
-	SD	Mount Nittany	M	GE	PT	LS	12	15	8	1.0
-	SD	High School	S	GE	R	LS	14	15	12	1.0
-	SD	High School	S	GE	R	LS	14	15	13	1.0
-	SD	High School	S	GE	R	LS	14	15	13	1.0
-	SD	High School	S	GE	I	LS	15	16	20	1.0
-	SD	High School	S	GE	I	LS	15	16	17	1.0
-	SD	High School	S	GE	I	LS	15	16	21	1.0
-	SD	High School	S	GE	I	LS	16	17	21	1.0
-	SD	High School	S	GE	I	LS	16	17	19	1.0
-	SD	High School	S	GE	I	LS	16	17	17	1.0
-	SD	High School	S	GE	I	LS	17	18	17	1.0
-	SD	High School	S	GE	I	LS	17	18	16	1.0
-	SD	High School	S	GE	I	LS	17	18	21	1.0
-	SD	High School	S	GE	I	LS	14	17	20	1.0
-	SD	High School	S	GE	PT	LS	14	16	9	1.0
-	SD	High School	S	GE	PT	LS	14	16	9	1.0
-	SD	High School	S	GE	PT	LS	17	19	9	1.0
-	SD	High School	S	GE	PT	LS	19	21	9	1.0
-	SD	Lemont	E	GE	FT	AS	5	8	6	1.0
-	SD	Park Forest	E	GE	FT	AS	8	11	8	1.0
-	SD	Park Forest	M	GE	FT	AS	13	15	3	1.0
-	SD	High School	S	GE	FT	AS	16	17	2	1.0
-	SD	Park Forest	M	GE	R	AS	12	14	12	1.0
-	SD	High School	S	GE	I	AS	15	17	15	1.0
-	SD	Park Forest	E	GE	R	AS	7	10	9	0.5
-	SD	GW,HO,LE & PFE	E	GE	I	AS	6	11	5	0.5
-	SD	EP, FT, RP & CS	E	GE	I	AS	6	10	12	1.0
-	SD	MN, BO, PV & HS	M	GE	I	AS	7	18	10	1.0
-	SD	GW, HO & LE	E	GE	I	ES	8	11	9	0.5
-	SD	RP, PFE & Delta	E	GE	I	ES	7	11	21	1.0
-	SD	PV, BO, EP, FT & CS	E	GE	I	ES	6	11	20	1.0
-	SD	Mount Nittany	M	GE	I	ES	11	14	16	1.0
-	SD	Park Forest	M	GE	I	ES	11	14	27	1.0
-	SD	High School	S	GE	I	ES	14	16	25	1.0
-	SD	High School	S	GE	I	ES	16	19	19	1.0
-	SD	High School	S	GE	PT	LSS	16	18	5	1.0
-	SD	Mount Nittany	M	GE	FT	LSS	11	13	3	1.0
-	SD	Easterly	E	GE	FT	MDS	8	11	7	1.0
-	SD	District-wide	E	GE	I	DHIS	8	17	15	1.0
-	SD	District-wide	E	GE	I	BVIS	6	21	21	1.0
-	SD	High School	S	GE	PT	AS	15	17	6	1.0
-	SD	Delta	S	GE	I	LS	14	18	27	1.0
-	SD	RIT	S	GE	I	ES	15	18	12	0.5
-	SD	HEARTS	E	GE	I	ES	6	10	8	0.5

-	C		E	C	I	AS				
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Justification: Students attend the Resource room by grade level. Hence, students in the RR at any given time do not exceed allowable age range.

Support Staff (District)

School District: State College Area SD

ID	OPR	Title	Location	FTE
-	SD	Occupational Therapist	District-wide	0.40
-	SD	School Psychologists	District-wide	6.00
-	SD	Administrators	District-wide	2.00
-	SD	Assistive Technology Specialist	District-wide	1.00
-	SD	Transition Coordinator	District-wide	1.00
-	SD	Paraprofessionals	District-wide	137.00
-	SD	Curriculum Support Specialist	District-wide	1.00
-	SD	Instructional Support Teachers	District-wide	7.00
-	SD	Title 1 & Reading Specialists	District-wide	11.70
-	SD	Learning Enrichment Teachers	District-wide	8.40
-	SD	Speech & Language Specialists	District-wide	8.50

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	Cen Clear	Occupational Therapy	70 Hours
-	Private Provider	Physical Therapy	15 Hours
-	Private Provider	Psychological Services	25 Hours

ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS

School Years: 2007 - 2010

The State College Area SD within Central IU 10 assures that the school district will comply with the requirements of 22 PA Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education plans will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code §14.104:

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 plan 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 assures 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.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

Board President	Date	Superintendent	Date
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