

West Shore SD

Special Education Plan Report

07/01/2015 - 06/30/2018

District Profile

Demographics

PO Box 803
New Cumberland, PA 17070
(717)938-9577
Superintendent: Todd Stoltz
Director of Special Education: Tim Dorsey

Planning Committee

Name	Role
Tabitha Boler	Parent : Special Education
Tim Dorsey	Administrator : Professional Education Special Education
Janelle Johnson	Middle School Teacher - Special Education : Special Education
Meghan Sheraw	Elementary School Teacher - Regular Education : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 1312

Identification Method

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

Currently, the West Shore School District uses a discrepancy model for identifying students with specific learning disabilities. This process examines 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 or relative to age or grade. The District ensures that this severe discrepancy is not correctable without special education and related services and that it is not related to environmental, cultural, sensory impairments, intellectual disabilities, second language learners or economic disadvantages.

The District has a Response to Intervention and Instruction (RtII) Model for reading in District Elementary Buildings. The District utilizes benchmark assessments to identify at-risk students at each level. There are “zoom groups” that provide extra reading instruction for at-risk students daily. This is implemented by all staff in the building including teachers of special education. It is anticipated that in future years the District will use RtII as the model for diagnosing students with specific learning disabilities.

The District uses a Child Study Team Model (CST) for academic and behavior interventions at all levels. The intervention strategies that are tried using CST provide the psychologist with valuable data when assessing a student’s need for special education.

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>

Not significantly disproportionate

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?

a.) The District hosts students under Section 1306 who reside at the United Methodist Home for Children (UMHC). UMHC carries a certificate of compliance to operate community residential services for each of its six buildings. Students who are admitted to UMHC attend West Shore School District schools/programs. The School District provides FAPE and implements/adopts the IEP that was initiated by the previous LEA. All students attend their neighborhood school (LA/RA/AM/CC) unless their IEP indicates a need for a specialized program that is provided in a district wide program/alternate private school.

b.) Upon enrollment, the District reviews the current IEP, gathers information from agencies, HOME district and parent/surrogate(s) and implements or adopts the current IEP. A NOREP/PWN is issued to the individual with educational rights. Once the student attends the District for approximately 6-8 weeks, the IEP team meets to review the student's progress and make recommendations (if any) to student's programs/services. If appropriate a data review/reevaluation is held. At minimum a new IEP is developed at that time.

c.) Due to the nature of student's admission to UMHC, it can be difficult to obtain current Special Education documents and historical educational information. Frequently students that are admitted to UMHC are transitioning from a residential placement. Some students have not attended a public school setting for 2+ years. This transition is difficult for students who are not accustomed to a large academic setting.

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).

Although no correctional institution is located in the district, if one did exist, the district would comply fully with the requirements of the IDEIA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to:

1. comply with the “child-find” obligations of IDEIA 2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates; 3. implement timely review and/or develop Individualized Education Programs (IEP’s) for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and 4. provide FAPE in conformity with the IEP. Further, if a correctional institution were located in the WSSD, the district would have a responsibility to adopt and use a system to locate and identify all students within the district’s jurisdiction who are thought to be eligible and to determine those students’ needs through a screening process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notices under Section 14.121. WSSD would send their annual public notice to the warden of each county jail or prison within our jurisdiction. Furthermore, WSSD would develop a systematic, on-going means of communicating with these potential institutions to ensure that all incarcerated students who may be eligible for special education would be located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, WSSD would obtain information from the PDE’s PennData database to determine whether school-age inmates have been previously identified as eligible for special education by contacting the Records Center. WSSD understands that Section 614(d)(6)(B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child’s IEP team may modify the child’s IEP or placement notwithstanding the requirements of section 612(a)(5)(A) and 614(d)(1)(A) (least restrictive environment) if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. Further, where the continued delivery of services in a student’s IEP is superseded by the duty of the local correctional institution to maintain and control security, the school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

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 West Shore School District (WSSD) is committed to providing a Free Appropriate Public Education (FAPE) to each student identified with disabilities in the least restrictive environment (LRE) as determined by the IEP team.

The IEP team always considers the continuum of services from least to most restrictive to ensure maximum integration in the regular education environment and addresses the specific questions within the IEP document regarding participation with students without disabilities to guide the team to an appropriate decision. The District is prepared to provide a program and setting that initially considers regular education with supplementary aids and services. If the team, including the parent, decides that this is not an appropriate setting even with the necessary supports, the team considers special education in an alternate setting. Alternate settings/environments include: the general education classroom or special education classroom in the neighborhood school; the general education or special education classroom outside of the neighborhood school, but in the District; the general and/or special education classroom in a neighboring public school including the vocational technical school; a special education classroom in a private licensed school for children with or without disabilities; in a special education classroom in a private licensed school for students with only disabilities. In rare occasions, the District also uses center based facilities of the CAIU for some students. The supports may be provided in the general or special education setting as determined by the IEP team. If the support is not provided in the general education classroom it is because the IEP team determined that the necessary specially designed instruction cannot be provided in that setting at that time and the regular education setting did not provide FAPE.

The IEP always considers regular education first for the entire day. The IEP discusses the implementation of the specially designed instruction for each student in order to derive educational benefit. The IEP always first discusses the use of supplementary aids and services that may be necessary for participation in the regular education setting. The District is committed to ensuring regular education to the maximum extent possible.

The District is committed to providing training in the area of supplementary aids and services to the staff as demonstrated by the amount of professional development that is done both formally, informally and in consultation with the personnel that have specific expertise, including PATTAN, CAIU, Specialized District consultants though site based, targeted or District Wide trainings and consultations. These supports are also utilized to facilitate an IEP team. This includes but is not limited to best inclusionary practices, SAS tool kit training, AIM training, positive behavioral supports, Functional Behavior Assessments and Assistive Technology training to all staff including professionals, support and administration.

Regular Education and Special education teachers co-teach in various degrees depending on the elementary, middle school or high school assignments and the needs of the individual student. Teachers attend conferences and workshops related to co-teaching, summer training is afforded to the staff, and the District uses CAIU resources and TAC trainers to assist with the training to regular and special education staff. One specific PDE sponsored initiative that the District has incorporated into several Special Education Programs is the Verbal Behavior Project within our autism support classrooms at the elementary, middle, and high school levels. The District has been in partnership

with the Verbal Behavior Project since 2004 and utilizes its data driven and skill focused approach to improve student's academic and functional deficits. The District is also regularly plans collaborative professional development staff opportunities with members of the project at various times throughout the year.

At elementary, the District uses a reading model that requires that all students participate in reading for 90 minutes daily primarily in the general education setting. That instruction can also be co-taught by the special education teacher. There are opportunities throughout the day for staff to communicate and collaborate regarding the plans and structure of a lesson. At the middle and high school, the special education teacher must meet HQ status to teach any core content area. The District makes every effort to recommend that a staff member be HQ to allow the necessary credentials to teach eligible students with significant needs. Once that is determined, the schedules of the staff are designed by the administration to reflect the areas of HQ, consider the IEPs of students, and maximize the opportunities for students in the least restrictive environment per the IEP.

Students spend more time in the regular education setting as they acquire and master specific skills: e.g. reading, writing, math, organization, technology, etc. as they go through the grades. District data suggests that students with IEPs move from supplementary to itinerant support in general education class, with less direct instruction in the core areas especially as the students enter high school. Planning as a team continues to present a challenge. Efforts are made by the special education department to assist with required planning time for all staff and balancing the need for advanced communication to ensure that the essential instructional elements are provided in the regular education setting with the necessary supplementary aids and supports. The continued question is "how can we work together to plan ahead for the modifications that are necessary for appropriate participation in the typical environment?" The goal is that with further planning, discussion and training for both regular and special educators and related services personnel the schedule for collaboration will become easier to schedule on any given day.

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.

The purpose of the District's Positive Behavior Support Policy (113.2) is to acknowledge that conduct is closely related to learning and that an effective instructional program requires a caring and orderly school environment free from restrictions or injuries caused by the challenging behaviors of others.

To maintain a quality learning environment, students enrolled in special education programs are subject to the same policies and regulations that govern general education students. These policies are explained in student handbooks and outlined in building procedures. The District requires each special education student to adhere to the rules and regulations promulgated by the administration

and to submit to such disciplinary measures as are appropriately assigned for any infraction of those rules.

If a student's behavior interferes significantly with his/her and/or others' ability to learn, a Positive Behavior Support Plan will be incorporated into the child's Individualized Educational Program (IEP). The Positive Behavior Support Plan will be developed by the IEP team and address appropriate positive behavior support strategies and interventions.

The District's policy includes several principles that encourage the use of positive behavior supports and interventions for children with disabilities. These include:

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

The District conducts yearly training/retraining to effectively implement positive behavioral supports for personnel in the use of specific procedures, methods, and techniques, including emergency safe physical interventions, that those personnel will be expected to employ in the implementation of positive behavior supports or interventions in accordance with the IEP of the child and this policy. Trainings provided include, but are not limited to, Positive Behavior Management, Safe Crisis Management (by JKM), Functional Behavior Assessment, and Applied Behavior Analysis. The District uses the suggested PaTTAN forms for development of the FBA and PBSP. The District accesses technical assistance through the CAIU and other contracted individuals including a Board Certified Behavior Analyst who is trained in the use of ABA strategies. This individual supports IEP teams in implementing Positive Behavior Supports. The District continues to offer opportunities for staff to attend sessions at CAIU, PaTTAN, PDE conferences and special speakers such as those provided using the "tough kid" model and skillstreaming.

The District has also established a District process to provide Positive Behavior Support for at-risk students prior to determination of Special Education. Informal behavior assessments are conducted and plans are put in place throughout the District. This process includes school counselors, school social workers, Regular Education Teachers, Building Administration, parents and agency representatives. This process is incorporated within the Child Study Teams.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

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

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

The District has worked collaboratively with our local intermediate unit and local private providers to provide FAPE for “hard to place students”. We have entered into a consortium arrangement with 3 local districts as a means of expanding our options for programming that keep students in a public school setting. The most difficult students continue to be elementary age students with severe emotional and behavioral issues and secondary students returning from RTF placements. The District participates in interagency meetings in both counties for at risk students. This is often coordinated by our social worker and staff participate as needed.

The District maintains successful programs for students requiring learning support, emotional support, autism support, multiple disabilities support, and life skills support. Vision support and Deaf and Hard of Hearing support is also a district provided service. Only in rare occasions does the district require placements outside of the district due to the severity of the impact that the disability has on a child's ability to access curriculum. These cases are most often for students requiring full-time emotional support or autism support.

When a student enrolls and may be at risk of not being educated in the District, the District and the student's IEP team reviews current and historical information; the social worker supports the family including linking them to community support services; the District accesses the psychologist for any additional testing; accesses a contracted psychiatrist to complete evaluations and make recommendations to the team; initiates an interagency meeting with all stakeholders; intensifies the support in the building through the related services, social worker, psychologist, consultants if appropriate, and paraprofessionals. The District is committed to exhausting internal avenues prior to consideration of an outside-the-district placement.

The district hopes to expand its continuum of services by incorporating a therapeutic component to the emotional support program. Several programs in surrounding districts have been reviewed and various options are being considered as to what is the most efficient and effective model for the District.

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 West Shore School District provides a range of services, and with the support of the Board of School Directors and Administration, has made a commitment to offer as many services as possible within the district. Nearly all District students with disabilities are educated in District-operated classes. Flexibility and creativity in programming can be evidenced in all areas, as well as a

comprehensive and cohesive service delivery system. The advantages of having immediate access and availability of services, in addition to a unified purpose and goal, are major strengths of our programs. This allows for immediate access to classroom based programs and related service personnel. The range of services provided to West Shore students is extensive and based on student need. The quality of services our students receive is evidenced by our comprehensive staff development program for all professional and related services staff. The staff is provided a variety of in-service and training opportunities that are extensive; staff participation is strongly encouraged. Our students and teachers have access to a progressive computer and technology department. West Shore students are provided services by professionals who are held to a high degree of standards and regulations, and who provide consistent implementation. Teachers and staff are dedicated and committed to their students. They willingly organize and/or attend extra-curricular activities to support their students' functional needs in the areas of physical, emotional and social development. The District has coordinated a wide range of trainings and activities for parents and students related to transition after high school including travel training, linkages with agencies and opportunities in a community/college setting, consortium sponsored trainings, and a variety of community based instruction that supports transition into post-secondary education, employment and/or independent living. In addition the District has developed a transition portfolio for all students of transition age that documents a range of services/activities that support students' transition goals. Seniors are provided with the final portfolio when they graduate to assist them after high school. Additionally the District collaborates actively with staff and families to support students participating in extracurricular activities.

Following the last Compliance Monitoring, the District was commended for the following:

1. The District's efforts to provide a wide range of professional development opportunities for professional and support staff through summer academies, quarterly trainings, and mandatory year-long trainings
2. Development of a Transition Portfolio with activities for students starting at age 14
3. The District's formal process in reporting and documenting the use of restraints. This includes the proactive approach to communicate with parents and the District's approach to reducing the use of restraints

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
United Methodist Home for Children	Nonresident	West Shore School District	24

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
River Rock Academy	Other	Alternative Education, Emotional Support, Learning Support	4
Capital Area Intermediate Unit	Special Education Centers	Emotional Support Full Time	3
The Vista School	Approved Private Schools	Autism Support Full Time	2
Capital Area Intermediate Unit	Special Education Centers	Autism Support Full Time	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 14	1	0.2
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	10	0.6
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	5	0.2

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	12	1

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	15	0.9
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	3	0.1

Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Allen Middle School	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	15	0.9
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	3	0.1

Program Position #5*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	3	0.1
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	15	0.9

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Allen Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fairview Elementary	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	15	0.8
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	5	0.2

Program Position #8*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5

Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fishing Creek Elementary	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	15	0.8
Fishing Creek Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	8	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Fishing Creek Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	12	0.8
Fishing Creek Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	5	0.2

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	8	0.6
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	12	0.4

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Highland Elementary	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	12	0.7
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	10	0.3

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillside Elementary	An Elementary	A building in which	Supplemental (Less Than 80%)	Learning Support	6 to 9	20	1

	School Building	General Education programs are operated	but More Than 20%)				
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Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillside Elementary	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	15	0.75
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25

Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillside Elementary	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 11	15	0.75
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	12	0.25

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	10	0.7
Hillside Elementary	An Elementary School Building	A building in which General Education programs	Full-Time Special Education Class	Emotional Support	8 to 11	3	0.3

		are operated					
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Program Position #17*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Blind/VI Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 21	30	1

Justification: Provides itinerant support to students from Kindergarten through grade 12 in a variety of special and regular education programs.

Program Position #18*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	8	0.4
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	25	0.5
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	5	0.1

Program Position #19*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	15	0.75
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	12	0.25

Program Position #20*Operator: School District***PROGRAM SEGMENTS**

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

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	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	20	1

Program Position #22*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	50	1

Program Position #23*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	15	0.75
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	12	0.25

Program Position #24*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1
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Program Position #25*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	50	1

Program Position #26*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	50	1

Program Position #27*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	15	0.75
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	17 to 21	3	0.25

Program Position #28*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	17 to 21	6	0.5
Cedar Cliff High School	A Senior High	A building in which General	Full-Time Special	Life Skills Support	17 to 21	6	0.5

	School Building	Education programs are operated	Education Class				
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Program Position #29*Operator:* School District**PROGRAM SEGMENTS**

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

Program Position #30*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	20	1

Program Position #31*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 19	15	1

Program Position #32*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Heights Elementary	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 12	14	0.7
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	10	0.3

Program Position #33*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Heights Elementary	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 9	14	0.7
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	10	0.3

Program Position #34*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	9 to 12	10	0.8
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	4	0.2

Program Position #35*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 10	6	0.5
Justification: There is a waiver that is agreed to by the parents and the program meets the individual needs of the individual student who brings the class out of compliance. This is documented in the IEP.							
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	6 to 10	6	0.5

Justification: There is a waiver that is agreed to by the parents and the program meets the individual needs of the individual student who brings the class out of compliance. This is documented in the IEP.

Program Position #36

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25
Red Mill Elementary	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	15	0.75

Program Position #37

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	10	0.6
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	6 to 9	2	0.2
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 9	10	0.2

Program Position #38

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Mill Elementary	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 9	15	0.8

Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	10	0.2
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Program Position #39*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Mill Elementary	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 11	15	0.8
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	10	0.2

Program Position #40*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	6 to 9	6	0.5
Red Mill Elementary	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 9	10	0.5

Program Position #41*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rossmoyne Elementary	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	10	0.5

Program Position #42

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rossmoyne Elementary	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	15	0.75
Rossmoyne Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25

Program Position #43

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 18	12	1

Program Position #44

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	5	0.25
New Cumberland Middle	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 14	15	0.75

Program Position #45

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle	A Middle School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	10	0.5

		operated					
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	25	0.5

Program Position #46*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.5
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	13	0.25
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.25

Program Position #47*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	25	0.5
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 17	5	0.25
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 17	5	0.25

Program Position #48*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle	A Middle School	A building in which General	Supplemental (Less Than 80%)	Learning Support	12 to 14	20	1

	Building	Education programs are operated	but More Than 20%)				
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Program Position #49*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 7	8	1

Program Position #50*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	7 to 9	8	1

Program Position #51*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	8 to 11	8	1

Program Position #52*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newberry Elementary	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 9	15	0.75
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	12	0.25

Program Position #53*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newberry Elementary	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	15	0.75
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25

Program Position #54*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newberry Elementary	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 10	15	0.75
Newberry 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 11	2	0.25

Program Position #55*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	25	0.5
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	10	0.5

Program Position #56

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 18	3	0.25
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	15	0.75

Program Position #57

Operator: School District

PROGRAM SEGMENTS

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

Program Position #58

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1

Program Position #59

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	50	1

Program Position #60

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.25
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	30	0.75

Program Position #61*Operator: School District***PROGRAM SEGMENTS**

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

Program Position #62*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 19	6	0.5

Program Position #63*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	30	0.75
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.25

Program Position #64*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	32	0.67
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	7	0.33

Program Position #65*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	50	1

Program Position #66*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	50	1

Program Position #67*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 15	2	0.2
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 15	10	0.6
New Cumberland	A Middle School	A building in which	Itinerant	Emotional	11 to	5	0.2

Middle School	Building	General Education programs are operated		Support	15		
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Program Position #68*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	11 to 15	3	0.25
New Cumberland Middle School	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 15	15	0.75

Program Position #69*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle School	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	16	0.8
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	10	0.2

Program Position #70*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	16	0.8
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	10	0.2

Program Position #71*Operator: School District*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	16	0.8
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	10	0.2

Program Position #72*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	25	0.5

Program Position #73*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	15 to 19	8	1

Program Position #74*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Deaf & Hearing Impaired	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 21	50	1

Justification: Students are scheduled in groups that meet age span requirements

Program Position #75*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle	A Middle	A building in	Full-Time	Autistic	11 to	8	1

School	School Building	which General Education programs are operated	Special Education Class	Support	14		
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Program Position #76*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	8	0.18
Crossroads Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	3	0.16
Crossroads Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	8	0.16

Program Position #77*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	50	1

Program Position #78*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	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 14	15	0.75
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	12	0.25

Program Position #79

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	12	0.25
Crossroads Middle School	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 15	15	0.75

Program Position #80

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	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	10	0.5
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	25	0.5

Program Position #81

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

Program Position #82

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	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 14	20	1

Program Position #83

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	13 to 17	6	0.5
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	18 to 21	4	0.5

Program Position #84

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	12 to 16	3	0.33
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 16	9	0.67

Program Position #85

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1

Justification: Students are scheduled in groups that comply with age requirements.

Program Position #86

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1

Justification: Students are scheduled in groups that comply with age requirements

Program Position #87*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are scheduled in groups that comply with age requirements							

Program Position #88*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are scheduled in groups that comply with age requirements							

Program Position #89*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are scheduled in groups that comply with age requirements							

Program Position #90*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are scheduled in groups that comply with age requirements							

Program Position #91*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 20	65	1
Justification: Students are scheduled in groups that comply with age requirements							

Program Position #92*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 21	65	1
Justification: Students are scheduled in groups that comply with age requirements							

Program Position #93*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Allen Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	5	0.3

Program Position #94*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.25
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	5	0.25

Special Education Support Services

Support Service	Location	Teacher FTE
Transition Coordinator	District	1
Coordinator of Special Education	District	1
Occupational Therapists	District	3
Instructional Advisors	District	5
School Psychologists	District	5
Director of Pupil Services	District	1
School Counselors	District	20.5
School social worker	District	1
Teacher of the Visually Impaired	District	1
Paraeducators	District	75
Teacher of the Deaf and Hard of Hearing	District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Behavior Analyst	Outside Contractor	20 Hours
Assistive Technology	Outside Contractor	2 Hours
Interpreter	Outside Contractor	25 Hours
Autism Support	Outside Contractor	7 Hours
Physical Therapy	Outside Contractor	14 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Currently, students on the severe end of the spectrum are included with typical peers minimally- less than 15% of the time. Students with ASD who are at the more severe end of the spectrum will be included with typical peers to the maximum extent appropriate but at least 21% of the time with supplementary aids and services at the conclusion of the plan. Currently, 15% of the students with Level 1 ASD receive social skill instruction. This will rise to 25% over the duration of the plan.
Person Responsible	Coordinator of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	9
# of Participants Per Session	100
Provider	PaTTAN, CAIU, District Staff, outside contractors
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Participants will learn about instructional strategies, modifications, and other accommodations for students on the spectrum (Level 1, 2, and 3). They will become familiar with speech needs, sensory needs, and behavioral needs that accompany the disorder. Other trainings may be more individualized at the building level to include students with more unique needs. All staff will become more knowledgeable regarding the Least Restrictive Environment for students with ASD.
Research & Best Practices Base	Best practices in the field of autism require instruction in communication with adults and peers, social skills, and behavior. An applied behavior analysis approach allows for continued growth in all areas of learning and

	targets the areas of need for students on the spectrum.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides 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>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
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>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p> <p>Feedback from presentation providers</p>

Behavior Support

Description	Training on functional behavioral assessments, positive behavior support plans, goal development, and progress monitoring in the area of behavior.
Person Responsible	Coordinator of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	50
Provider	PaTTAN, CAIU, ABA certified staff, outside contractors, instructional advisors
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Learn to use the Functional Behavior Analysis (FBA) process to create meaningful Positive Behavior Support Plans (PBSP's) that are non-punitive in nature and utilize prevention strategies (best practice in the field).</p> <p>Instruction in skill building will be documented in the IEP through progress monitoring on the goals and activities on an individual basis.</p>
Research & Best Practices	Utilization of de-escalation strategies that are positive in nature and

Base	minimize the use of restraint for students with the attempt to eliminate the use of restraint for any students except in situations when there is a risk of injury to self or others.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>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>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>New Staff</p> <p>Other educational specialists</p>
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	Peer-to-peer lesson discussion

Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p> <p>Evaluation of restraint data</p>
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Paraprofessional

Description	Each paraprofessional is required by chapter 14 to complete 20 hours of professional development annually. This is provided internally by the school district. Based on surveys conducted by the Department of Special Education to identify the areas needed for training. Those areas include but are not limited to: behavior, inclusionary practices, the role of related services, data collection, and their role as supports to the teacher and to the students. This training will be individual, building level, and/or district level
Person Responsible	Coordinator of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	70
Provider	District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Participants will gain a deeper understanding of behavior, inclusionary practices, the role of related services, data collection, and their role as supports to the teacher and to the students. Additional topics may be covered as needed.
Research & Best Practices Base	Utilize training material available through PaTTAN to formulate our professional develop for paraprofessionals. We also individualize those trainings to fit the individual needs of the students in our district. We also require principals to observation, train, and check the skill level of each

	paraprofessionals in order to attain qualified status.
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>
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> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</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	Survey of paraprofessionals
Evaluation Methods	Participant survey

Reading NCLB #1

Description	<p>Completion of a series of trainings on the implementation of differentiated instruction in the area of reading that utilizes a series that mirrors a 3-tiered system (RTII - at the elementary only). This series continued through sixth grade for struggling readers with IEPs. At the secondary level we use research-based materials such as SRA, Corrective Reading, Language for learning, etc. to</p>
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	support at-risk students. Completion of related trainings will be evidence of completion for the secondary level plan.
Person Responsible	Coordinator of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	2
# of Participants Per Session	50
Provider	PaTTAN, CAIU, District Staff, outside contractors
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Staff will be able to differentiate instruction through the use of a research-based program that provides sequential/direct instruction to students with a deficit in reading.
Research & Best Practices Base	The programs being utilized are research-based programs to include: Story Town, SRA, Corrective Reading, Language for Learning, etc.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Analysis of Present level data for increases in Reading skill area, such as comprehension, fluency, phonemic awareness, etc.
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 Participant survey

Transition

Description	The implementation of this training will be evidenced by the coordination of an annual training event specifically related to the transition services available to students and their parents.
Person Responsible	Coordinator of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
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# of Sessions	1
# of Participants Per Session	75
Provider	School district personnel
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	A variety of agency personnel will be coordinated to present a broad understanding of the services that are available for students and parents, and to plan for utilization of those services to best meet the needs of students.
Research & Best Practices Base	The district uses the best practices related to transition in the areas of assessment, IEP development, Goals and activities, that are related to each individual student. The IEP reflects the present levels and all activities beginning at age 14. The district has developed a portfolio that identifies the continuum of activities that are available beginning in middle school through age 21. This portfolio was recognized by PDE as a beneficial tool to support planning in the area of transition.
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	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Department Focused Presentation
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>

Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Journaling and reflecting
Evaluation Methods	Participant survey Portfolio

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.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer