

Burrell SD

Special Education Plan Report

07/01/2019 - 06/30/2022

District Profile

Demographics

1021 Puckety Church Rd
Lower Burrell, PA 15068
(724)334-1406
Superintendent: Shannon Wagner
Director of Special Education: Gregory Egnor

Planning Committee

Name	Role
Mary Balich	Ed Specialist - School Counselor : Special Education
Dawn Lovic	High School Teacher - Regular Education : Special Education
Ashley Shields	Middle School Teacher - Special Education : Special Education
Gretchen Beveridge	Parent : Special Education
Greg Egnor	Student Services Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 303

Identification Method

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

The Burrell School District's current method for screening and identifying students with suspected specific learning disabilities (SLD), follows the verbiage found in IDEA Federal Regulations and Pennsylvania State Code. The process encompasses collecting information from the Multi-Disciplinary Team (MDT), which includes Parents/Guardians and qualified professionals which include, but are not limited to, School Principal, Certified School Psychologist, Guidance Counselor, General Education Teacher(s), and Response to Instruction and Intervention (RtII) Team members (Title I /Intervention Specialists) to fulfill answering a variety of questions, which include 1.) Determination of underachievement in one or more of the following areas: Oral expression, Listening comprehension, Written expression, Basic reading skill, Reading fluency skills, Reading comprehension, Mathematics calculation, and Mathematics problem solving. *2.) Process used to determine eligibility includes the option of interpreting the student's assessments and evaluation and whether they show a pattern of strengths and weaknesses in their academic performance, achievement (or both), or in intellectual development. Recognition of a discrepancy between ability and achievement could also be considered as part of this step. 3.) Summary of instructional strategies used and data collected, 4.) Description of relevant medical findings, 5.) Effects of the student's environment on their performance, 6.) Affirmation that the student's general education instruction was delivered by qualified personnel, 7.) Documentation of assessments administered to monitor and reflect progress, 8.) Observation in the student's learning environment, and 9.) Rule out the influence of other factors i.e. visual, hearing, or motor disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, limited English proficiency).

Screening and identification for a student suspected of having a specific learning disability

A student can be referred through parent and/or and school team (MTSS, PLC, or Student Assistance Program) requests. The school team requests are conducted in the following manner and provide information to the MDT in making data based decisions for screening purposes. At the elementary level, the district is currently working within a framework of a Response to Instruction and Intervention program (K-5). This program provides universal screening three times per year and identifies students in need of interventions. Once the student is identified their progress is monitored to determine if they are responding to the instruction and intervention. This information along with the student's academic history, current progress, needs and local assessment and

curriculum based assessment results are reviewed. The BEST(grades 6-8) and SAP (grades 9-12) teams also collaborate to make data based decisions on students suspected of having SLD and take into account the student's academic history, current progress, needs and local assessment and curriculum based assessment results.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The Special Education Data Report indicates that Burrell School District was below the state average in the following areas: Emotional Disturbance (-5%), Specific Learning Disability (-.5%), and Total Special Education Enrollment (-.3%). The district was above the state average in the following areas: Speech and Language Impairment (+4.4%), Other Health Impairment (+3.8%), and Autism (+.9%). The increased number of students identified with Speech and Language Impairment can be attributed to new norms in the testing and identification of early intervention and school age disability.

Plans to decrease the number of students identified as Speech and Language Impairment, Other Health Impaired, and Autism include:

1. Expanding the Response to Intervention and Instruction model for speech related concerns;
2. The District plans to implement Social/ Emotional Learning K-12 in an effort to meet the ever increasing needs our students experience
3. The school based referral process continues to be refined in an effort to highlight and provide needed support and intervention for students experiencing academic and behavioral struggles

The district has added staff to meet the increased Speech and Language Impairment caseload as well as to allow for the implementation of RtII in the early elementary grades. The district also has initiated professional development in the areas of behavioral disabilities to help develop a more responsive emotional support program in our district.

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?

Burrell School District does not host a facility or institution in accordance with Section 1306 of the Pennsylvania School Code.

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).

Burrell School District is responsible for complying fully with the requirements of IDEA and Chapter 14 regarding the evaluation, placement and provision of special education services for an exceptional or thought to be exceptional student who is incarcerated. 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 IDEA;
2. Utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of school-age individuals;
3. Implement timely review and/or develop Individual Educational Programs for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards;
4. Provide free appropriate public education (FAPE) in conformity with the IEP.

The District has established collaborative relationships with the local juvenile authorities and regional correctional institutions. Similarly, the District works cooperatively with the Upper and Lower Burrell Police Departments when a student receives special education services. Due to the atypical nature of providing services to children with disabilities who are convicted as adults under State law and who are incarcerated in adult prisons, the following requirements of IDEA do not apply:

1. Participation of children with disabilities in general assessments;
2. Transition planning and transition services to children whose eligibility ends due to age before release from prison.

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 the least restrictive environment if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. 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.

Burrell School District ensures that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled peers, and that removal from a general education environment occurs only when education in that setting with supplementary aids and services, cannot be achieved satisfactorily. District IEP teams adhere to the following principles when making educational placement decisions:

1. A Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP, and must be delivered in the Least Restrictive Environment (LRE).
2. IEP teams will determine whether the goals in the student's IEP can be implemented in general education classroom with supplementary aids and services before considering removal from a general education classroom.
3. IEP teams consider the full range of supplementary aids and services in general education classroom, based on peer-reviewed research to the extent practicable, including modification
4. When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in general education classroom, as required in their IEP, the District will ensure that those services are provided;
5. Students will not be removed from general education classrooms merely because of the severity of their disabilities;

To determine whether a child with a disability can be educated satisfactorily in a general education classroom with supplementary aids and services, the following factors will be considered and addressed in the IEP:

1. What efforts have been made to accommodate the child in the general education classroom and with what outcome(s)?
2. What additional efforts (i.e. supplementary aids and services) in the general education classroom are possible?
3. What are the educational benefits available to the child in the general education classroom with the use of appropriate supplementary aids and services?
4. Are there possible significant and negative effects of the child's inclusion on the other students in the class?

IEP teams begin placement discussions with a consideration of the general education classroom and the supplementary aids and services that are needed to enable a student with a disability to benefit from educational services. Benefit from educational services is measured by progress toward the goals and objectives of the student's IEP, not by mastery of the general education curriculum and is not limited to academic progress alone; therefore, special education placement in a more restrictive environment cannot be justified solely on the basis that the child might make greater academic progress outside the regular education environment.

For some students, the IEP team may conclude that a more specialized setting is necessary for the delivery of FAPE. An IEP team may choose a more specialized setting if:

1. The student will receive greater benefit from education in a specialized setting than in a general education setting with the provision of specialized instruction;
2. The student is so disruptive as to significantly impair the education of other students in the class;
3. The cost of implementing a given student's IEP in the general education classroom will significantly affect other children in the LEA.

If, after considering these factors, an IEP team determines that the student needs to be educated in a more specialized setting, the school is required to include the child in school programs with non-disabled children to the maximum extent appropriate. These may include but are not limited to extracurricular activities, athletic programs, recess, lunch, homeroom, etc.

Burrell School District ensures that students with disabilities and behavioral needs are educated in the general education classroom in the least restrictive environment. Supplementary aids, services, and best practices that support inclusion include:

Flexible grouping
Flexible scheduling

Differentiated instruction
 Assistive technology
 Title 1 Reading
 RtII
 SAP Teams
 Scheduled Enrichment and Remediation time
 School-Wide Positive Behavior Support

SE Inside Regular Class 80% or more (Burrell 67.8%, state average 62.0%)

Burrell School District strives to educate students with IEPs in the least restrictive environment. The District is above state averages in SE Inside Regular Class 80% or more. Students are supported in the general education environment by specially designed instruction outlined in individual education program plans.

SE Inside Regular Class less than 40% (Burrell <1%, state average 9.3%)

Burrell School District is well below the state average of 9.3%. The district does not house a full time learning support classroom, as the commitment to the least restrictive environment extends to every student in Burrell School District. LRE is provided to students enrolled in historically full time support classroom such as Autism Support or Life Skills Support, are still engaged in learning with their typically developing peers in the general education setting to the maximum extent possible.

SE in Other Settings (Burrell 4.0%, state average 4.9%)

Burrell School District is well below the state average for special education students in other settings. Current efforts to continually address this effort include providing Autism support at the secondary level in district to help provide LRE to students in need of this level of support. The majority of early intervention students enter the school age program with the support of elementary learning support classrooms. Students transitioning from early intervention are supported with current learning support classrooms, except for students with multiple disabilities, who continue with their previous support placements.

There is a very small group of students who have been placed in outside placements from one of the district programs. Students on the autism spectrum and/ or with emotional support needs were placed at an approved private school because they required specific behavioral interventions. The IEP team chose these more specialized setting because:

1. The student will receive greater benefit from education in a specialized setting than in a general education class (building);
2. The student is so disruptive as to significantly impair the education of the other students in the class.

Behavior Support Services

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

The Burrell School District utilizes student assistance programs (SAP) in all K-12 buildings as the primary mode of behavior support service. These programs are done in conjunction with St. Vincent College Prevention Project and Wesley/ Family Services. When students experience behavioral or emotional difficulties, they can be referred to the SAP team for support. Upon referral, students receive an initial evaluation from a SAP liaison through Westmoreland Case Management Incorporated (WCSI). We also partner with Wesley/ Family Services to offer school based behavioral health.

Along with this program the Westmoreland Intermediate Unit provides behavioral specialists to assist via consultation in conducting functional behavior assessments and creating positive behavior plans when students exhibit needs. The behavioral specialists also provide on-site training for staff and parents. Various in-service trainings and parent trainings have been conducted over the past several school years to ensure parents and staff are aware of such plans. These trainings have been conducted by the aforementioned experts. Additionally, the Burrell School District has a team of trained staff in crisis prevention intervention techniques.

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.

Burrell School District has been able to successfully locate and secure placements for “hard to place students”. Nevertheless, if a situation arises concerning barriers to appropriate educational placement, the Burrell School District would collaborate through the interagency approach to ensure FAPE for the identified student(s). At this time the Burrell School District does not have any intensive interagency students identified. However, when appropriate, the team recommends the involvement of outside agencies. Primarily, the district will work with the SAP liaison from Westmoreland Casemanagement Services Incorporated (WCSI) in an effort to help support situations like this. Additionally, the district may reach out to the Bureau of Special Education for support.

The Burrell School district currently houses a life skills room at the middle school, and plans to open a life skills room at the high school level in 2019. We educate all of our autistic, intellectually

disabled, and emotionally disturbed children in a learning support environment from K-5. The secondary life skills environments allow us to continue this level of support, in the Least Restrictive Environment, from 6-12. However, if the Burrell School District is unable to meet each student's emotional/social needs, and if a student needs more intensive behavioral interventions in order to make meaningful progress, and if a student's behavior impedes his/her learning or that of others, or if the behavior creates an unsafe learning environment, placement is sought after the continuum of services is exhausted in the student's home school district. Only then is a more restrictive placement sought. Parents are engaged in this process as members of the IEP team. Once a determination is made to consider a change in placement, parents are often asked to observe placements being considered. Staff from placements being considered may also observe the student in the current environment. Moving forward, Burrell School District will consider ways to establish a highly supportive emotional support program within our K-12 schools.

The Burrell School District is always willing to work cooperatively with different agencies in providing appropriate services to its students. Pursuant to the Individuals with Disabilities Education Act and Cordero litigation, the district does work with local mental health agencies in providing FAPE to its students. Likewise, the district works in a concerted effort to place students through children and youth and juvenile probation when the situation deems itself appropriate.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Children's Institute	Approved Private Schools	Multiple Disabilities	2
Sunrise	Special Education Centers	Life Skills Support/Autism Support	3
Kiski Area School District	Neighboring School Districts	Emotional Support Classroom	1
Western PA School for the Deaf	Approved Private Schools	Deaf/Hearing Support	3
Total Learning Center	Other	Learning Support	1
Wesley-Family Child/Adolescent Partial	Other	Partial Hospitalization	2
Merakey Education Center - Leechburg	Special Education Centers	Autism Support/Emotional Support	6
Clelian Heights	Special Education Centers	Autism Support	1
Adelphoi Village - Kittanning	Special Education Centers	Learning Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 3, 2019

Reason for the proposed change: Update of special education plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 14	6	0.25
Locations:				
Charles A. Huston Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	15	0.75
Locations:				
Charles A. Huston Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 3, 2019

Reason for the proposed change: Update of special education plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 14	7	0.25
Locations:				
Charles A. Huston Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	11	0.75
Locations:				
Charles A. Huston Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 3, 2019

Reason for the proposed change: Update of special education plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	6	0.4
Locations:				
Charles A. Huston Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 14	25	0.6
Locations:				
Charles A. Huston Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 3, 2019

Reason for the proposed change: Update of special education plan

PROGRAM SEGMENTS

Type of	Level of Support	Age Range	Caseload	FTE
---------	------------------	-----------	----------	-----

Support				
Itinerant	Learning Support	14 to 18	18	0.6
Locations:				
Burrell High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.4
Locations:				
Burrell High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 3, 2019*Reason for the proposed change:* Update of special education plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	16	0.6
Locations:				
Burrell High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.4
Locations:				
Burrell High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 3, 2019*Reason for the proposed change:* Update of special education plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	0.6
Locations:				
Burrell High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.4
Justification: due to the math needs of these students and the co-teaching approach for delivery				
Locations:				
Burrell High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 3, 2019*Reason for the proposed change:* Update of special education plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.4
Locations:				
Burrell High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	19	0.6
Locations:				
Burrell High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 3, 2019*Reason for the proposed change:* Updating for special ed plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	9	0.75
Locations:				
Huston Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 14	5	0.25
Locations:				
Huston Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 3, 2019

Reason for the proposed change: Update for Special Ed planning

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.25
Locations:				
Bon Air Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	14	0.75
Locations:				
Bon Air Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 3, 2019

Reason for the proposed change: Update of special education plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	4	0.4
Locations:				
Stewart Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	8	0.6
Locations:				
Stewart Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 3, 2019

Reason for the proposed change: Update of special education plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	10	0.25

Locations:				
Stewart Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.25
Locations:				
Stewart Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	10	0.25
Locations:				
Bon Air Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	4	0.25
Locations:				
Bon Air Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 3, 2019

Reason for the proposed change: Update to special education plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 18	5	0.6
Locations:				
Burrell High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.4
Locations:				
Burrell High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: September 3, 2019

Reason for the proposed change: Update of special education plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 15	65	1
Justification: Speech and Language support services are rendered via group and one and one instruction thus eliminating any age range concerns				
Locations:				
Burrell School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 3, 2019

Reason for the proposed change: Update of special education plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 18	3	0.2
Justification: This is a contracted position with a caseload of three				
Locations:				
Burrell School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: September 3, 2019

Reason for the proposed change: Update of special education plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 16	4	0.2
Justification: Services are rendered district wide via group and one and one instruction thus eliminating any age range concerns				
Locations:				
Burrell School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: September 3, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 11	30	0.6
Locations:				
Stewart Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Student Services	Burrell High School	1
School Counselor	Bon Air Elementary	1
School Counselor	Huston Middle School	2
School Counselor	Burrell High School	2
Certified School Nurse	Bon Air, Stewart	1
Certified School Nurse	Huston Middle School, Burrell High School	1
Special Education Secretary	Burrell High School	1
Personal Care Assistant	Stewart	2
Classroom Assistant	Bon Air	1
Personal Care Assistant	Bon Air	4
School Counselor	Stewart Elementary School	1
LPN, Licensed Nurse Practitioner	Bon Air/ Stewart Elementary Schools	1
LPN; Licensed Nurse Practitioner	Huston Middle School, Burrell High School	1
Student Aid - Vision	Bon Air Elementary	1
Personal Care Assistant	Huston Middle School	1
Personal Care Assistant	Burrell High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Intermediate Unit	3 Days
Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days
Classroom Assistant	Outside Contractor	5 Days
Occupational Therapist	Outside Contractor	4 Days
Physical Therapist	Outside Contractor	1 Days
Student Aid - Vision	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days

Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Students with disabilities in Burrell School District will be provided services by personnel with the knowledge and skills necessary to meet their needs. Autism support services provided in the school system address needs primarily in the areas of social skills, behaviors, and communication consistent with those of autism spectrum disorders. The individualized education program for these students must address needs as identified by the team which may include, as appropriate, the verbal and nonverbal communication needs of the child; social interaction skills and proficiencies; the child's response to sensory experiences and changes in the environment, daily routine, and schedules; and, the need for positive behavior supports or behavioral interventions. The Burrell School District currently contracts with a behavior consultant that works with staff in these areas, and provides on site professional development and/ or implementation support. The district also works closely with members of the Westmoreland Intermediate Unit Training and Consultation team. Evidence of this action step will be seen in the instruction delivered via the students IEPs as well as students with Autism being instructed in the Least Restrictive Environment
Person Responsible	School Principal, Director of Student Services
Start Date	7/1/2019
End Date	5/31/2022
Program Area(s)	Teacher Induction, Special Education, Gifted Education

Professional Development Details

Hours Per Session	3
# of Sessions	3
# of Participants Per Session	132
Provider	Westmoreland Intermediate Unit and district hired behavior consultant
Provider Type	IU
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.

For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	For each year of this special education plan, the district will show an increase in students with autism being instructed in the least restrictive environment

--	--

Behavior Support

Description	School wide Positive Behavioral Interventions and Supports(PBIS) will be in place at elementary buildings. Staff development and consultation will be provided to guide the implementation of PBIS. Clear expectations will be taught using specific lesson plans and students will be acknowledged for demonstrating the desired behaviors. The Training and Consultation Services (TaC) team of the Westmoreland Intermediate Unit have provided a model of behavior support. Special education teachers will receive professional development training in conducting Functional Behavior Assessment (FBA) and in developing Positive Behavior Support Plans (PBSP). Teachers will receive necessary support/ training for successful implementation of Positive Behavior Support Plans. Additionally, Crisis Prevention Intervention (CPI) training continues to be offered to staff members at Burrell School District to help support students with challenging behaviors that have not been resolved with classroom and school wide behavior management systems, and assist staff in managing potentially disruptive students including research based methods proven to assist in de-escalating a crisis situation.
Person Responsible	Building Principal, Director of Student Services
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	12
Provider	Westmoreland Intermediate Unit TaC Team, and district behavior consultant
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.

For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops Live Webinar Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Participant survey

Paraprofessional

Description	The Burrell School District contracts paraprofessional support through Educational Support Services (ESS). ESS provides the paraeducators 20 hours of staff development annually including, but not limited to crisis prevention
--------------------	--

	and instructional methods
Person Responsible	Director of Student Services
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	3
# of Participants Per Session	7
Provider	Westmoreland Intermediate Unit
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Peer-to-peer lesson discussion Joint planning period activities
Evaluation Methods	Portfolio For each year of this special education plan, paraprofessionals will receive 20 hours of staff development

Reading

Description	Burrell School District has aligned its curriculum to the PA Core standards. These standards have placed an emphasis on literacy skills across all curriculum. These efforts will continue in an effort to enhance the practice that address these standards. Students will be instructed in reading utilizing teaching methods that are based on scientific research and proven to provide replicable and applicable results. Student progress in reading will be monitored using a combination of benchmark, diagnostic, and formative assessment data. Only scientifically proven and research based interventions will be utilized in remediating reading skills that fall below expected levels. Decisions regarding small group and individual reading interventions will be made on the basis of objective data that is collected.
Person Responsible	School Principal, Director of Student Services, Intervention Specialist
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	10
Provider	Westmoreland Intermediate Unit
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Review of common formative assessment in professional learning

	communities
Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Transition

Description	Special Education teachers receive Indicator 13 training, as well as continuous training and feedback on IEP writing, compliance, and transition from the Westmoreland Intermediate Unit on a cyclical basis. Representatives of outside agencies that support transition services for special education students are invited (with parent consent) to attend and participate in IEP meetings. Measurable postsecondary goals are based on age-appropriate transition assessments. Measurable annual IEP goals are based on needs identified in present levels that will enable the student to meet postsecondary goals.
Person Responsible	Director of Student Services, Special Education Teachers
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	12
Provider	Westmoreland Intermediate Unit
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment

	skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	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. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops Podcast Online-Asynchronous Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Review of student IEPs
Evaluation Methods	Participant survey

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer