

Rockwood Area SD

Special Education Plan Report

07/01/2014 - 06/30/2017

District Profile

Demographics

439 Somerset Ave
 Rockwood, PA 15557
 (814)926-4913
 Superintendent: Mark Bower
 Director of Special Education: Mary Gosnell

Planning Committee

Name	Role
Mark Bower	Administrator
Sharon Clapper	Business Representative
Catherine Fischer	Ed Specialist - School Counselor
Mary Gosnell	Student Services Director/Specialist
Joyce Meese	Secondary School Teacher - Special Education
Beth Myers	Parent
Travis Robison	Secondary School Teacher - Regular Education
Adam Rullo	Elementary School Teacher - Special Education
Lydia Svetkovich	Ed Specialist - School Psychologist

Core Foundations

Special Education

Special Education Students

Total students identified: 90

Identification Method

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

Rockwood Area School District continues to utilize the "discrepancy model" to identify students with specific learning disabilities. Under the discrepancy model a student's strengths and weaknesses are analyzed to determine if the student has a severe discrepancy. A significant discrepancy is defined to exist when the achievement score in one or more of the areas listed below fall at least one standard deviation below the child's expected achievement level, as predicted by the child's intellectual ability. A discrepancy may be found in one or more of the following areas: oral expression, written expression, listening comprehension, reading comprehension, basic reading skills, mathematics calculation, or mathematics reasoning. Classroom performance, benchmark assessments, teacher input, parent input, and observations are all analyzed when determining a discrepancy. A specific learning disability may be found if the team finds a child has a significant discrepancy between achievement and intellectual ability and if classroom performance is at least two grade levels or age levels below expected performance as measured by classroom based assessments. A child may not be found to have a specific learning disability when the cause for academic inadequacies is Limited English Proficiency or other cultural factors. Additionally, if a child is found to have an intellectual disability (mental retardation), a visual impairment, a hearing impairment, other health impairment, emotional disturbance, or autism, a learning disability is ruled out. The Rockwood District has begun exploring the idea of moving toward the RTII model over the next three years through an intervention team implementing more intensive classroom interventions and progress monitoring with a tiered approach.

Enrollment

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

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

The Rockwood Area School District is a rural district with a very low population of students. There is no disproportionality noted when comparing students with disabilities to the district's general student population. However, we are aware that students identified with Intellectual Disabilities (MR), Other Health Impairments and speech disabilities within the Rockwood Area School District exceed the States rate for these categories. The District follows the guidelines outlined in Chapter 14 for the appropriate identification of students. Therefore, we are continuously reviewing our identification methods. Over the past few years, it was noted that a few high school students who were previously identified at an early age as Intellectually Disabled (MR) did not appear to have the correct diagnosis. Parent permission was obtained and these students were referred to the Psychologist for a full reevaluation. New test data indicated that those student's previous IQ scores were no longer valid and the disability changed to a Specific Learning Disability. Another category discrepant from the State is Other Health Impairment. Interestingly, on the Data Report for 2010-2011, the District's group size was too small for reporting; however, the State percentage was at 9.0% for students with Other Health Impairments. The current 2011- 2012 Data report indicates that the District was at 12.7% and the State was at 10.1. This is an indication that the overall percentage of students in this disability category has grown. The last disability category for which we are above the State average was Speech. We have been monitoring this category over the past few years as well in an attempt to determine why are numbers are so disproportionate from the State (21.8% vs 16.2% at the State level). In the past year we had less overall speech referral with the implementation of classroom interventions and supports for the general education teachers. Overall we have found that evaluations completed at a very young age often do not produce valid scores; therefore the District is currently implementing interventions and progress monitoring at the primary grades prior to recommending testing, except in the more severe cases.

Non-Resident Students Oversight

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

There are no facilities located within Rockwood School District at this time. If we were a host District we would review each student's individual needs to ensure that a free appropriate education was provided in the least restrictive environment. Finally, because at this time we are not a host District, we have not encountered any problems or barriers.

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).

Rockwood Area School District ensures that incarcerated youth receive free appropriate public education (FAPE) services through a contractual agreement with Appalachia Intermediate Unit #8. The District currently has no identified students in this situation. However, if an identified student would be incarcerated, IU #8 staff would be notified and appropriate services would be provided. The District would participate in the Special Education process including the IEP and NOREP development. The student would be tracked through the PIMS/PennData system.

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 nondisabled 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.

In effort to provide more opportunities for students to meet with success in the general education setting and as the District prepares to move toward a Response to Intervention model for identifying students with specific learning disabilities, intervention teams at both the Elementary and High School levels have been developed to work with students within the general education settings. All students' academic performance is monitored and tracked on a weekly basis. Students showing continued areas of academic weaknesses begin an academic action plan. The action plan is developed with students, parents and teachers where data collection drives the instructional processes and necessary behavioral supports. Once the action plan is in place, if the intervention team does not see student growth within a reasonable amount of time, parents are consulted and a referral is made for the formal evaluation process. Once parent permission is obtained the Evaluation is completed within 60 calendar days.

For students found to be eligible for Special Education services, the Local Education Agency (LEA) representative attends the Evaluation meeting and all Individualized Education Program (IEP) meetings, (including those held in non-district operated programs). A primary function of the LEA is to insure that appropriate protocols are followed throughout the IEP development and placement process. The responsibility of the IEP team is to develop an educational program based on individual student needs, not program availability. Thus, when developing an IEP, the team considers a student's present levels of educational achievement, strengths and functional needs as identified during the evaluation process. As the IEP team develops measurable goals (objectives if appropriate) and specially designed instructional strategies. The team also considers the least restrictive instructional parameters, with supplementary aids and services, within which the student's needs can successfully be met. Some supplementary aides and services that might be considered could be changing methods within the instructional environment, such as changing the student's curriculum goals, providing test modifications, repeating directions, re-teaching or providing additional examples to the student. Adaptations and modifications can also be made to the student's physical surroundings. For example, moving the student's desk closer to the teacher or where instruction is taking place can be provided to assist the student with staying focused. Participation in social-skills instruction and counseling support are options for students in need of social and behavioral supports. Additional supports can be provided through the IEP with a Positive Behavioral Support Plan. After the IEP team has considered what supplementary aides and services are necessary to ensure the student's success in the least restrictive environment, program placement is determined. The District is committed to affording students maximum integration with peers and participation in the regular curriculum before considering more restrictive programming. The District has developed extensive services and supports to assist students to be successful in the included setting. The District continues to provide training to both, special education and regular education staff, as well as the paraeducators in the areas of differentiated instruction, effective inclusive practices, co-teaching models and positive behavioral supports to ensure successful placements in the least restrictive environment.

Along with teacher based data collection, the Elementary continues to implement Guided Reading, Diagnostic Reading Assessments (DRAs), DIBELS, 95% Group and 4-Sight assessments. The Elementary has also moved to a School-Wide Title I Program for student in grades K-3. For students in grades 4-6, an acceleration and tutoring period has been added to the schedule. These assessments and programs continue to provide data to both special education and regular education staff. Progress monitoring procedures are utilized to assess academic gains and weaknesses in basic skills for reading, written expression and math. Data are then used to make instructional decisions for successful inclusion and to communicate gains to parents through resulting charts and graphs. Recent data indicated that there was a weakness in writing skills for many of our students. In response, a formal Writing Program was purchased and implemented to help improve these skills necessary to meet the Core Standards across the curriculum.

The Rockwood Alternative Program (RAP), created during the 2009 school year as a forty-five day alternative education placement, for students in 6th -12th grade continues to be successful. The

program allows students to remain with their current curriculum and students in need of specially designed instruction continue to receive services as indicated in the IEP. Behavior interventions are major component to RAP. Two hours of counseling per week are required to promote positive behavioral strategies and strengthen desired behaviors, while decreasing inappropriate behaviors. Counseling services are provided by the District through a variety of Personnel depending on the student's individual needs. The District has the following providers available for delivering counseling services: Guidance Counselor, School Psychologist, School Social Worker and/or the Mental Health Counselor. After the student demonstrates success with the required components of the program (attendance, passing grades, active participation in counseling, and demonstration of positive appropriate behaviors as outlined in a Positive Behavior Support Plan), the student may begin to transition back into the regular school environment within two weeks. The goal of the program is to get students back into all classes within forty-five days. Since the implementation of RAP, we have decreased our placements outside of the District. For students whose educational needs cannot be met within the District, an active role is taken when meeting with other agencies and service providers to insure that least restrictive measures are maintained.

In review of the Special Education Data Report for 2011-2012 on the SPP Targets for Indicator 5: Educational Environments, the District met the exceeded the target for students placed inside the regular classroom 80% or more; however, the District did not meet the target for students placed inside the regular classroom less than 40% of time. The target was 8.0% and the District was at 11.2%. At the time of writing this plan, two years of data have been collected through Child Count. Since the 2011-2012 Report, the District has moved to more inclusive classrooms with the implementation of Co-Teaching and Inclusion practices. Therefore, the need for pull-out classes continue to decline as the majority of student's needs can be met within the general education classroom. The Rockwood Elementary has an acceleration/tutoring period built within the daily schedule. This time allows for teachers to work with student's individual needs; while allowing student to remain in the general education classroom with supplemental aides and services as needed to ensure success for students.

Additionally, the District no longer utilizes outside options for Elementary Life Skills placements. During the 2012-2013 school year, the District started its own program, allowing resident students to remain in their neighborhood school. Furthermore, the District no longer contracts with the Intermediate Unit for Autistic and Emotional Support services. Instead the services are provided with District employees. Often this allows student needs to be met within the general education classroom by the Special Education Teacher serving as a Co-teacher or Inclusive supports. Thus, there is less need for pull-out sessions as social and behavioral interventions can be addressed as they occur. With these program changes, the District is meeting the expected targets as indicated in recent data reviews.

Finally, the District will seek appropriate outside placements only when necessary to meet a child's educational needs. One such placement option that has been considered is Pressley Ridge in Johnstown.

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 Rockwood Area School District's administration procures policies as published through PSBA and maintains all policies in the comprehensive district policy manual. These policies are updated continuously through consult with PSBA, notification of BECs, and other information updates as provided through entities such as PDE, PaTTAN, and the IU8. Through these collaborative efforts, all required regulatory components are in place and reflect that positive behavior support programs are in accordance with the law. Rockwood Area School District's Positive Behavioral Support Policy clearly stipulates that positive rather than negative measures form the basis of behavior support programming in recognition that positive research-based techniques foster development of appropriate behavioral functioning. This policy clearly outlines that aversive techniques serve no purpose but to demean rather than support positive behavioral functioning. Also contained in the policy is the stipulation that restraints can only be used to "control acute or episodic aggressive behavior when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective."

In the event that a student's IEP would include the use of restraints, the description of this process would be in accordance with the Rockwood Area School District's PBS Policy which states that any type of behavioral intervention should be of the least intrusive necessary and that restraints may be used for the purpose of controlling acute or episodic aggressive behavior when a student demonstrates to be a clear and present danger to him/herself or to others. Policy states that positive behavioral programming forms the basis for behavior support programs and must include a variety of research-based methods which focus on positive rather aversive techniques. Behavior Support Plans identify socially acceptable alternative skills for the purpose of instruction and, if necessitated, would indicate relevant and specific use of restraints as warranted and in accordance with required regulatory components. The Rockwood Area School District has a team of trained K-12 individuals who have received Nonviolent Crisis Intervention Strategies and serve on an "on-call" basis should an immediate need be presented which requires de-escalation behavioral techniques and/or an emergency response. School staff has been trained regarding verbal de-escalation techniques and noninvasive ways to remedy potentially volatile behavioral situations. The School Administrators take part in recertification NCIS training. In the event that an IEP and Behavior Plan would stipulate the use of restraints, and as in the case of all IEP supports and services, also indicated would be a plan and schedule for how to eliminate the use of restraints toward the goal of positive and independent behavioral functioning. The Rockwood Area School District abides by the law and regulatory components, as stipulated in our school board approved policy, regarding prone restraints which are clearly prohibited and never used. In the event that a student would be referred

to law enforcement, an IEP meeting would be held, a Functional Behavioral Assessment would be either developed or updated, and a PBS plan developed or revised by the IEP team as indicated. The Rockwood Area School District employs PBS as the primary method of addressing problem behaviors given the recognition that positive rather than negative means bring about desired results. It is within this effort that the district benefits from the skills of many highly trained individuals including the District's Guidance Counselor, School Psychologist Emotional and Autistic Support staff members and a Social Work contracted from IU8. Furthermore, in addition to the Nonviolent Crisis Intervention Program provided by the IU8, the District maintains trained K-12 Student Assistance Team (SAP) personnel, a SAP liaison and a contracted Mental Health counselor. The many collaborative efforts of these individuals serve to focus on prevention rather than reaction, noting that it is a much more effective and positive endeavor to identify preventative methods to bring about positive behavioral results than functioning in a response to inappropriate behavior after it occurs.

The Rockwood Area School District maintains and reports data on restraints as required. Currently, the District does not have any restraints to report for the current school year. During the 2012-2013 school year, the Rockwood Area School District report three incidents from an outside placement. At the time of those incidents, the parent was immediately notified and arrangements for an IEP team meeting within 10 school days were completed. A Functional Behavioral Assessment (FBA) was conducted to identify the triggers and precipitating factors surrounding inappropriate behavioral functioning. Specific interventions were addressed as indicated in the FBA, within a Behavioral Support Plan as part of the student's IEP.

The Rockwood Area School District provides large group, small group and individualized live training, webinars and consultations as professional development opportunities to the staff regularly. The District plans to employ school-wide de-escalation training within the course of this plan to address newly hired staff members. The training will also serve as a refresher for veteran staff. The District's Psychologist as well as Intermediate Unit 8 representatives continue to facilitate training and disseminate literature and web-based resources. In addition, the District's Guidance Counselor conducts classroom lessons as part of the District's Bully Prevention program regarding ongoing issues of concern. Positive behavioral functioning is monitored and rewarded through various incentive programs that are offered throughout the school year and which include but are not limited to, school amusement park trips, school-day special events, tangible rewards, reward programs such as movie days, talent shows and a Junior High Fun Night.

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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 not encountered marked difficulty ensuring Free and Appropriate Public Education for students. The District maintains partnering relations with nearby school districts to match hard to place students with programs of known and demonstrated educational benefit. The District also utilizes the resources of the Intermediate Unit #8 to assist with program placements and/or to provide staff to meet low incidence student needs. To deal with students demonstrating needs for psychiatric/behavioral programming beyond the resources available within the school, the District supports the need for multi-systemic collaboration with County Mental Health/Mental Retardation programs, behavioral health rehabilitation/ partial hospitalization providers and other stakeholders to ensure that students receive effective educational programming while in placement and are returned to an educational setting in an expeditious manner. The District has signed a letter of agreement with the Community Behavioral Health Care Network of Pennsylvania to reflect its commitment to this cooperative approach. To this end, the District participates in needed Children and Adolescents Service Systems Program and/or Interagency Service Planning Team (s) on a regular basis and provides educational support to accommodate individual student needs. The District also participates in "discharge planning" from the onset of placement to maximize potential for successful reintroduction to the school setting. Participation in this multi-systemic environment promotes networking with Children and Youth, Mental Health/Mental Retardation, Probation and Drug & Alcohol, and facilitates referrals from the Student Assistance Team to assist all students.

As noted the District has been able to provide Free and Appropriate Public Education for our students. Currently, the District operates a Life Skills Program both at the Elementary and High School level. Additional programming needs have been successfully met through the Somerset Children's Aid Home Partial, as well as New Directions Partial Program in Uniontown, Fayette County. The District may also contract with Pressley Ridge in Johnstown to serve the needs of students if appropriately determined by the IEP team. The District has developed resources for the school setting that include: Social Work services; itinerant level Emotional and Autistic

Support services; Mental Health/Mental Retardation counseling services for both elementary and secondary students two days per week.

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 Greatest strength of the Rockwood Area School District is our commitment to students, families and the community. The District is devoted to providing all students opportunities for fulfilling their full academic potential. The District also recognizes that students advance at various levels; and therefore, a full-continuum of educational options are offered within the curriculum. When considering a student with special education needs, the student's present levels of academic skills, strengths and needs, as well as anticipated supplementary aides and services are considered in order to provide the greatest involvement in the general curriculum. The District believes that students gain valuable social skills as well as advanced academic achievement when included in the general education curriculum. Therefore, inclusionary accommodations and co-taught classrooms continue to afford identified students a quality educational experience. In order to ensure that all students are meeting with academic success, the District continues to utilize progress monitoring with data driven instructional practices both in the special education and in the general education curriculum.

As the Rockwood Elementary focuses on moving toward a RTII model, there is a strong emphasis on providing early, intensive academic support to students within the general education classroom.

We continue to administer on-going performance based assessments in reading and math at the elementary level. As a result of progress monitoring, a Writing program was implemented in the current school year to address weaknesses in written expression. The program will assist in better developing students' overall writing skills within the elementary curriculum. Additionally, the Elementary has moved to a School-Wide Title I program for students in grades K-3 and the primary grades have also implemented the 95% group program. Students in grades 4-6 have a tutoring or acceleration period for additional supports. These programs allow for more students to receive intervention services, prior to initiating an evaluation for special education services.

Similar to the Elementary, the high school monitors students' academic skills on a bi-weekly basis. When students are in need of interventions, academic action plans and behavioral contracts are developed to assist students with getting back on track. Initial evaluations for students at the high school level are not as common as those at the elementary level; however, if there is a need, the appropriate process is followed. The data collected through the academic action plan provides valuable information necessary for the Psychologist's evaluation. An emphasis to provide high school students with the means to successfully transition from the school environment to the community and productive employment is a main focus in the educational planning process. The District has contracted an Educational Consultant who has direct involvement with many of Somerset County's resources. The Consultant assists the Guidance and Special Education

Departments with coordinating a variety of career related activities. One activity, "What's My Career" includes a panel of local business members. Students ask the panel members career specific questions to determine each panel member's occupation. This activity is scheduled three to four times a year to include a variety of career clusters. Other activities include presentations with local Government Officials, industry tours, and group shadowing experiences. Transition services have also been expanded to include the District's new graduation requirements which have a greater focus on career planning. Over the course of four years, (9th-12th grade) students build an electronic portfolio that includes post-secondary and employment applications, resumes and cover letters. The students are also required to complete a minimum of 10 hours of job shadowing in at least two different areas. After each shadowing experience, the student is required to complete a summary about the experience; this is also included in the portfolio. The Special Education staff work closely with the regular education departments to ensure that all students are gaining experiences and meeting the graduation requirements. To further compliment our teaching practices, Tableland presents classroom lessons in English classes on job readiness skills, resume' and cover letter development, budgeting and conflict resolution. Students are also provided with summer employment opportunities. A variety of Career Interest Surveys and websites are utilized to guide students with career planning. Many of the resources are posted on the School's website so that parents can work with the students as well. Though students in the seventh and eighth grade are not required to begin the Portfolio development, they begin career research projects within their English and Library classes.

As the District continues to incorporate more inclusionary and co-teaching practices, Special Education and regular education teachers work closely together to ensure student success in the general education curriculum both academically and socially. To continue the advancement in practices, the District is planning trainings to assist staff in gaining a better understanding of the evaluation process, including understanding the various disability types and methods for providing students with accommodations. With increased inclusive practices, the District also discovered a need for intensive reading interventions with many of our identified students with Reading Disabilities. As a result, a District wide, corrective reading program was implemented within the Special Education Department that focuses on early literacy skills in the areas of phonological awareness and phonetic skills. Since the start of the program two years ago, there has been marked progress in student's reading skills. To aid in advancing the services for our students in the least restrictive environment, the District added an additional Special Education teacher in the Elementary. The added position allowed us to provide Life Skills Support to our Elementary students in need of those services. Prior to the 2012-2013 school years, we partnered with neighboring schools to provide this program for students. Other program changes within the District also include moving from Emotional and Autistic Supports provided by the IU8 to the District providing those services with current Special Education staff. The teachers assigned to provide these supports are also in many of the inclusionary and co-taught classes. This enables the ES/AS teacher to provide social and behavioral interventions as the need arises. The District has also taken over Community-Based Instruction for our Life Skills students. As a result, the teacher is able to connect the community experiences to the curriculum being taught.

Since our last Plan the District has taken over Autistic Support, Emotional Support, Transition, and Community-Based Instruction services. However, we continue a close working relationship with Appalachia Intermediate Unit 8 (IU 8). We often rely on the Intermediate Unit to provide in-service and training activities for District staff. PaTTAN is also used for many of the District's training needs via webinars and conferences. Additionally, the District works cooperatively with the IU to meet "child find" requirements. Along with the IU publications, to assure maximum coverage for child find activities, the District also engages in a direct mailing of the "Annual Notice for Special Education Programs" to each box holder in District through the District's Newsletter. The Notice is also posted on the District's Website and it is in the student and faculty handbooks. The District continues to contract with the IU 8 for Hearing Impaired Support, Speech/Language Support, Social Work and Early Intervention services. Over the course of this Plan, the District may explore options for employing a full-time Speech Therapist. The District also contracts with CAMCO of Johnstown for Occupational Therapy and Physical Therapy services. CAMCO staff also provides services to students identified as eligible for assistance under 504 agreements. Finally, the District recently contracted with the Learning Lamp to provide Personal Care Aides for students who are demonstrating a need for services.

The District realizes that parents are an important component to the success of our students. It is equally noted that sometimes the educational requirements necessary to meet the demands of the 21st Century can be confusing. In order to assist parents with a better understanding of the vast processes in education, much training has been offered. Some of the topics that have been offered by staff members are helping with homework, reading programs and how to deal with social and emotional concerns. Additionally, the Special Education Department offered a series of trainings for parents. The topics included an overview of the disability categories, an understanding of an IEP, an overview of accommodations and how to identify individual needs, the difference between entitlement and eligibility and the last within the series designed to outline employer expectations. Within the timelines of this Plan, the District will host another post-secondary planning training career day for students and parents.

Most recently, the District identified a need for students, staff, parents and the community members to have a greater awareness of the impact that social media has had on society and how it is effecting our youth. To address this very important topic, the District contracted a therapist and trainer from UPMC in Pittsburgh. Age appropriate and informative presentations were provided to students in grades 5&6, 7-9 and to students in grades 10-12. An evening presentation was offered for adults only. During the evening presentation, more graphic details were covered in order to convey the serious issues that are occurring on social media such as bullying, drug and alcohol abuse and self harm. The District will continue to offer program initiatives such as this to coincide with the School-Wide Bulling Response Rubric outlining steps in preventing acts of bullying. The rubric was developed by administrators, students and staff. Additionally the District has implemented a School-Wide Positive Behavioral Support Program. The Program offers a variety of incentives for students who maintain positive behavior, good academic standings and good attendance. Some of the incentives include a Rockwood Day at Kennywood Park in Pittsburgh for students in grades 7-12,

and a Junior High Fun Night for students in grades 7-9. In the Elementary, incentives are not as big, but they are given more frequently. For example, students are awarded with special assemblies, movie days and ice cream and pizza parties are provided.

The last highlight that is important to mention is a program that is not District sponsored, but very much District supported is the "My Bike" program with Variety the Children's Charity. The program provides adaptive bikes to eligible children with disabilities. The founding sponsor is Highmark. Locally, Somerset Hospital raised sponsorship funds for students in Somerset County. The program was advertised to local schools throughout the County; however because the District's Superintendent and the District's contracted Educational Consultant both sit on the Hospital Board, they were well informed of the program. The District contacted parents of eligible students and assisted with the application process. The District was elated when three of our students received bicycles. Along with the parents, the District's Superintendent, Assistant Principal, and Special Education Supervisor attended the presentation ceremony. Rockwood was the most represented school in Somerset County with three students receiving bicycles; each costing \$1800. One of the parents indicated that the family could never have afforded to purchase this bike and expressed how this will allow the family to once again utilize the bike trail. The parent further explained that in the past they rode bikes on the trail with their two children; however, since the child with disabilities has grown, they are no longer able to tow the child behind them in a child cart. The District has offered for parents to bring the bicycles to the school and allow the students to ride in the hallways after school. One of the parents has done so and the student rides three nights a week and makes 10 laps around the top floor. Because this program has been such a rewarding experience for the families and the District, the Rockwood Superintendent has arranged for Variety to present the program at the local Superintendent's meeting in order to raise awareness and increase County involvement. The Supervisor of Special Education plans to research ways that the District might coordinate fund raising activities to sponsor a bike in the future.

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
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Pressley Ridge	Other	ES/AS	1
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Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rockwood Jr Sr HS-DW	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	17 to 21	6	0.3
Rockwood Jr Sr HS-DW	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	6	0.3
Rockwood Jr Sr HS-DW	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	13 to 21	5	0.33
Justification: Students are not in the classroom during the same time.							

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rockwood Jr Sr HS-SB	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 19	25	0.5
Justification: Students are not in the classroom during the same times.							
Rockwood Jr Sr HS-SB	A Junior/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

Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rockwood JR SR HS-JM	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 19	25	0.5
Justification: Students are not in the classroom during the same times.							
Rockwood JR SR HS-JM	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 19	10	0.5
Justification: Students are not in the classroom during the same times.							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rockwood JR SR HS-CW	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 19	5	0.1
Justification: Students are not in the classroom during the same times.							
Rockwood JR SR HS-CW	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 19	2	0.1
Justification: Students are not in the classroom during the same times.							
Rockwood JS SR HS-CW	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 19	3	0.25
Justification: Students are not in the classroom during the same times.							
Rockwood JR SR HS-CW	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 19	2	0.25

Justification: Students are not in the classroom during the same times.							
Rockwood JR SR HS-CW	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 19	7	0.14
Justification: Students are not in the classroom during the same times.							
Rockwood JR SR HS-CW	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 19	3	0.15
Justification: Students are not in the classroom during the same times.							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rockwood Elementary-MP	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 12	4	0.2
Justification: Students are not in the classroom during the same times.							
Rockwood Elementary-MP	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 12	1	0.08
Justification: Age range allows student to progress through grades.							
Rockwood Elementary-MP	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 13	4	0.2
Justification: Students are not in the classroom during the same times.							
Rockwood Elementary-MP	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 13	3	0.25
Justification: Students are not in the classroom during the same times.							
Rockwood Elementary-MP	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 13	1	0.12
Justification: Age range allows student to progress through the grades.							

Rockwood Elementary-MP	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 13	2	0.04
Justification: Students are not in the classroom during the same times.							
Rockwood Elementary-MP	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 13	1	0.05
Justification: Age range allows student to progress through the grades.							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rockwood Elementary-KH	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	25	0.5
Justification: Students are not in the classroom during the same times.							
Rockwood Elementary-KH	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 9	10	0.5
Justification: Students are not in the classroom during the same times.							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rockwood Elementary-JW	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	25	0.5
Rockwood Elementary-JW	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	10	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rockwood Elementary-AR	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 14	25	0.5
Justification: Students are not in the classroom during the same times.							
Rockwood Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	10	0.5
Justification: Students are not in the classroom during the same times.							

Program Position #9*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rockwood JR SR HS-KO	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 21	8	0.16
Justification: Students are not in classroom during the same times.							

Program Position #10*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rockwood Elementary-KO	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	23	0.46
Justification: Students are not in the classroom during the same times.							

Program Position #11*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rockwood JR SR HS-JG	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 15	1	0.02

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Supervisor	District Wide	0.75
School Psychologist	District Wide	0.75
Personal Care Aide	Rockwood JS HS	1
Paraprofessional	Rockwood JS HS	1
Paraprofessional	Rockwood JS HS	0.75
Paraprofessional	Rockwood Elementary	0.75
Paraprofessional	Rockwood Elementary	0.5
Paraprofessional	Rockwood Elementary	0.75
Technical Assistance	District	0.1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Social Worker	Intermediate Unit	1 Days
Occupational Therapy	Outside Contractor	8 Hours
Physical Therapy	Outside Contractor	4 Days
Personal Care Aide	Outside Contractor	5 Days
Personal Care Aide	Outside Contractor	5 Days
Personal Care Aide	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	In order to ensure success in the Least Restrictive Environment, the Rockwood School District plans to provide training with a focus on Autism. Though the District currently only has four students with Autism, two receiving Supplemental support and two receiving Itinerate support services, it is expected that these trainings will allow a 20% increase in a less restrictive placement each year over the course of this plan.
Person Responsible	Mary Gosnell
Start Date	8/21/2014
End Date	6/1/2017
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	20
Provider	Rockwood School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Successful strategies for students in the Inclusive classroom.
Research & Best Practices Base	Strategies identified are based on research and found to be effective practices.
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	Instructs the leader in managing resources for effective results.

educators seeking leadership roles	
Training Format	Series of Workshops
Participant Roles	Classroom teachers Paraprofessional Other educational specialists Parents
Grade Levels	Elementary - Primary (pre-K - 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 Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

Behavior Support

Description	The Rockwood District expects to implement training on positive behavioral interventions and supports necessary for providing students educational services in the Least Restrictive Environment. Trainings will focus on writing and implementing effective Positive Behavioral Support Plans with strategies for improving behavior interventions. With these trainings, it is expected that there will be a 1% reduction each year in District-wide disciplinary referrals leading to suspensions over the course of this plan. Evidence of student discipline will be tracked yearly when completing end of the year disciplinary reports. Data will be compared year to year.
Person Responsible	Mary Gosnell
Start Date	8/21/2014
End Date	6/1/2017

Program Area(s)	Professional Education, Special Education
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Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	15
Provider	Rockwood School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<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 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	Series of Workshops
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (pre-K - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p>

	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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of disciplinary reports

Paraprofessional

Description	The District will continue to provide a minimum of 20 hours of professional development annually to all paraprofessional and personal care aides. Behavior interventions, first aid and CPR, academic interventions and confidentiality are some of the topics to be covered in order to meet the requirements.
Person Responsible	Mary Gosnell
Start Date	8/21/2014
End Date	6/1/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	5
# of Participants Per Session	9
Provider	Rockwood School District, IU, PaTTAN
Provider Type	Various providers and types
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.

For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Podcast Professional Learning Communities
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (pre-K - 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	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of written reports summarizing instructional activity

Reading NCLB #1

Description	The Rockwood School District currently implements a corrective reading program for students with a specific learning disability in reading. Evidence of the program's effectiveness is evaluated weekly through student progress monitoring and with review of PVAAS data. Staff is trained yearly with program updates. It is expected that students with a reading disability will gain a minimum one grade level reading through each year of the program or three year's growth during the course of this plan. Additionally, the Elementary will
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	continue training requirements for maintaining the School-wide Title I program, as well as continuing training in DIBELS, LETRS and 95% Group.
Person Responsible	Mary Gosnell
Start Date	8/21/2014
End Date	6/1/2017
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	4.0
# of Sessions	6
# of Participants Per Session	20
Provider	Rockwood School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<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>

	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Paraprofessional New Staff Other educational specialists
Grade Levels	Elementary - Primary (pre-K - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Transition

Description	The District will provide training on Transition for the Special Education staff as well as for parents. These trainings will allow parents and teachers skills in assisting students with gaining knowledge regarding graduation and career planning as well as providing student with the skills for building
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	independency. Trainings will include Transition Plan writing as part of the IEP, a presentation explaining OVR and community resources, and how to access services outside of the school setting, Additionally, the Guidance Counselor will conduct a demonstration of programs for assisting students in the career planning process, such as online career resources and assessments. Over the course of this plan, the District expects to see a 2% increase each year in the number of students entering a post-secondary setting.
Person Responsible	Mary Gosnell
Start Date	8/21/2014
End Date	6/1/2017
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	20
Provider	Rockwood School District, Community Representatives and the IU
Provider Type	Various Provider Types
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	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Department Focused Presentation

Participant Roles	Classroom teachers School counselors Other educational specialists Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting Creating a list of resources
Evaluation Methods	Participant survey Review of Transition Plans

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

Chief School Administrator