

Rochester Area SD

**Special Education Plan Report**

07/01/2020 - 06/30/2023

# District Profile

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## Demographics

540 Reno St  
 Rochester, PA 15074  
 (724)775-7500  
 Superintendent: Jane Bovalino  
 Director of Special Education: Nick Long

## Planning Committee

Name	Role
Jane Bovalino	Administrator : Professional Education Special Education
Amanda Cwynar	Administrator : Professional Education Special Education
Michael Damon	Administrator : Professional Education Special Education
Marian Acon	Board Member : Professional Education Special Education
Katrina Smith	Ed Specialist - School Psychologist : Professional Education Special Education
Caryn Morrow	High School Teacher - Regular Education : Professional Education Special Education
Isaac Dixon	Middle School Teacher - Regular Education : Professional Education Special Education
Jen Milne	Middle School Teacher - Special Education : Professional Education Special Education
Becky Antithomas	Parent : Professional Education Special Education
Nicholas Long	Special Education Director/Specialist : Professional Education Special Education
Sharmane Fuller	Special Education Secretary/ACCESS Data Leader : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 193

### *Identification Method*

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

The district uses the discrepancy model to identify students with learning disabilities. A severe discrepancy between intellectual or cognitive abilities and academic skills in one of the eight academic domains identified by IDEA legislation is one of the key diagnostic indicators utilized. Additionally, even when a discrepancy exists, academic achievement must be considered below the level expected for the student's age and grade level. Finally, the diagnostic process requires the "ruling out" of exclusionary factors that must be judged as not being the primary reason for the student's below-average achievement (cultural or language factors, economic disadvantage, sensory issues (vision and hearing), motor disabilities, or emotional or intellectual disabilities). The District uses assessment tools appropriate to the student's referral questions and suspected disability and will cover all areas of suspected disability. In addition to standardized tests, other forms of assessment may include the review of student products or outside evaluations provided by the parent, curriculum-based assessment, classroom observations, social-emotional assessments, and rating scales.

Rochester School District reviews the following criteria when determining if a student is eligible for special education as a result of a specific learning disability. (1) Does the student achieve adequately for his/her age or meet state-approved grade-level standards in one or more of the following areas when provided with scientifically based instruction: listening comprehension, oral expression, written expression, basic reading skill, reading fluency skill, reading comprehension, math calculation, and math problem-solving. (2) If the student is performing below age and/or grade expectancy, it must not be primarily due to one of the exclusionary factors listed previously. (3) Finally, the student must demonstrate actual performance in the classroom that is below average for his/her age or grade in the area identified and must demonstrate a need for special education supports and services in order to make the expected progress.

In addition, the district conducts Instructional Support Team (IST) meetings twice a month to gain information on how to assist students. One of the meetings focuses on students with academic needs, while the other meeting is for behaviors. When this process does not result in the student making the expected academic gains after substantial academic interventions, a referral for comprehensive evaluation is considered. This can clarify the student's cognitive strengths, weaknesses, and academic skills in more detail and provide direction for appropriate support and interventions.

The district heading into the 2020-2021 school year will begin utilizing the multi-tiered systems of support (MTSS) model in grades K-2. The administration is collaborating with the Beaver Valley Intermediate Unit #27 with the implementation of the program. During the summer of 2020, district staff, including general and special education teachers, Title 1 staff, and paraprofessionals will have professional development opportunities to gain knowledge on the implementation and service of MTSS.

## *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 district meets the state's race/ethnicity proportionality. According to PennData from the 18-19 school year, the LEA percentage for Black or African American students in the district is at 21.3%, while students who are Black/African American in special education is at 21.6%. The LEA is disproportionate to the state in the following categories: Special Education enrollment, students in outside placements, and students who are Intellectually disabled.

### The Contingent Action Sequence includes the following:

\*Provide a greater continuum of services across disability categories in grades K-12. After the LEA's special education monitoring in the Fall of 2017, the district was put on an "Improvement Plan" for the least restrictive environment. The district added a second Life Skills classroom in the elementary that services students with intellectual disabilities and students diagnosed with autism and related disabilities to participate in the Autism Initiative through PaTTAN. An emotional support classroom was also implemented in the elementary to help reduce the district's outside placements and provide FAPE. The district's percentage of students in outside placements in 2017 was at 15%, and currently, that percentage has decreased to 8.6% due to the increase of services made available within the district.

\*The District will continue to implement the Instructional Support Team process to utilize effective based practices in intervention, prevention, and enrichment. The district will implement MTSS for grades K-2 in the 20-21 school year.

\*Collaboration with Western Pennsylvania Psych Care called "Positive Steps," a school-based behavioral health program. This service brings mental health treatment to our students within the school setting.

During the 19-20 school year, the district began to contract with Keysources consulting services to have two behavior specialists in the building to assist with functional behavior assessment, positive behavior support plans, and behavior interventions and support.

\*During the 19-20 school year, the elementary and middle school Positive Behavior Support Teams met the requirements for Tier 1 Fidelity.

### *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?

1. The Rochester Area School District is the host district for Passavant Memorial Homes and meets its obligations under 1306 as the host location by providing all needed services and supports to students with disabilities placed in that facility to include IEP management and implementation, evaluations, and progress monitoring through district programs or in outside placements.

2. The district representative acts as the LEA in each of the placement/evaluation and IEP meetings to ensure that all needed supports and services are provided and FAPE is delivered to the students. The LEA communicates with appropriate staff and family members outside of the district to ensure each student receives FAPE.

3. At this time the District continues to meet its obligations under section 1306 of the Public 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).

Rochester Area School District provides FAPE to all eligible students residing in the district, including those students who may also be incarcerated. The district maintains ongoing contact and works collaboratively with the Hopewell Area School District to ensure the transferring of records through IEP Writer. We also provide input and recommendations and are included on the IEP Team to ensure that IEP's that are developed will meet the educational needs for those incarcerated students whose parents reside in our district.

At this time, there are no incarcerated students within the boundaries of the District.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.

2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The District makes every attempt to include students with disabilities in the general education classroom curriculum with supplementary aids and services. Service delivery begins in the general education classroom and the IEP team's determination of the LRE. As of the 2018-2019 school year ( 67.8 %) of identified students were in the regular education classroom, at least 80% or higher. The state's goal is (65%) for students inside the regular classroom setting 80% or more.

The District utilizes procedures that ensure students in grades K-12 to support participation in the curriculum and classroom in the LRE. Procedures used are Instructional Support Teams in grades K-8 that utilized benchmark assessments, and effective based curriculum interventions to support progress in the LRE.

Students with disabilities are encouraged to participate in extracurricular activities such as band, sports, school plays, chorus, and clubs. Also, the District provides updates to staff regarding LRE, Inclusive Practices, and the implications of the Gaskins Settlement. The district participates in Interscholastic Unified Sports through Special Olympics of Pennsylvania. This program creates an opportunity for people without intellectual disabilities to join in the sports experience by playing on a team with athletes with intellectual disabilities.

To meet all student needs, the district has developed a spectrum of programming services that students can access at the elementary, middle, and high school levels. These special education services and supports include the following:

- Learning Support (Elementary, Middle, High school)
- Life-Skills/Autistic Support (Elementary, Middle, High school)
- Emotional Support (Elementary, Middle, High school)
- Speech and Language Support (Elementary, Middle, High school)

All service models support itinerant, supplemental, and full-time support, however, there are no students who received full-time services currently in the building.

The district has been trained by IU #27 TaC Staff for implementation in school-wide positive behavior. The teams have created plans, conducted trainings, created a budget, and created a school-wide plan. Students in grades K-12 are tiered based on discipline referrals, disabilities, SAP referrals, and listed disabilities. Staff tiered students to unite school-wide positive behavior implementation and emotional support services cohesively. The district plans to continue with additions of tier 2 and 3 support for the 2020-2021 school year. Along with a School-Wide Positive Behavior Support programs, the district contracts two behavior specialists. This allows the district to provide intervention and instruction over three tiers in character education, social skills instruction, anger management, and communication skills.

Transition Services:

The district works closely and has partnerships with Community Alternatives, BCRC, BCCTC, Job Training, OVR, Big Brothers-Big Sisters, Job Corp, and holds monthly community-based instruction opportunities for all secondary students.

Supplementary aids and services

- Transportation and community-based instruction
- Modified schedule
- Job training/coaching
- Modified assignments relating to transition goals
- Scheduled consultation
- Peer and adult tutors

#### Speech and Language:

The District has a Speech and Language Pathologist on staff that provides speech and language services for all students who qualify in grades K-12. The Speech and Language Pathologist is responsible currently and in upcoming years for evaluating students referred for services, and is responsible for designing services to support students in the LRE.

Supplementary aids and services:

- Use of tape recorder
- Read or tape-record instructions to the student
- Preferential seating
- Large print text
- Scheduled consultation
- Scheduled collaboration amongst staff

#### Outside Placement

The IEP team determines what type of placement is most appropriate in supporting students in the LRE to make progress on IEP goals and common core standards. The District partners with the following outside agencies currently, and anticipates continuing positive collaboration; Watson Institute, New Horizon, St.Stephen's Lutheran Academy, The School at McGuire Memorial, The Bradley Center, The Children's Institute, The Prevention Network, and Alephoi.

#### Early Intervention

he LEA attends early intervention meetings to plan for the least restrictive environment when these students enter the district. The District collaborates with a local pre-schools in efforts to provide effective based interventions and to develop relationships with families prior to kindergarten/school age.

Co-Teaching – Co-Teaching is the collaboration between two or more professionals who share the responsibilities of all students assigned to a classroom. Both teachers work together by sharing planning, presentation, evaluation, and classroom management duties to develop differentiated curriculum that meets the needs of a diverse population of students. The co-teaching model promotes the principles of inclusion and collaborative practices among teachers. Co-Teaching benefits to students include the following: access to the general education curriculum and both regular and special education teachers, increase individualized instruction, reduces the social stigma associated with the pull-out model, positive effects on self-esteem, enhance academic performance.

Additional supplementary aids and services are also provided to ensure that students with disabilities are educated with nondisabled children to the maximum extent appropriate to be

successful in the general education environment.

- Scheduled collaboration and consultation
- Intensive short-term specially designed instruction designed to help keep the student(s) with nondisabled peers
- Small group/tiered instruction
- Shortened assignments
- Modified schedule
- Preferential seating
- Read aloud directions
- Large print text
- Extension of time
- Modifications to the curriculum or classroom
- Study aids
- Frequent reminders
- Open book exams
- Provided notes

When a student is not progressing towards IEP goals, school personnel, regular and special education teachers, the LEA, guidance counselor, principal, and parents meet to identify if additional services or supports are needed. If necessary, the school psychologist may conduct a reevaluation to determine if additional special education services are needed before a change in placement. Students with disabilities are encouraged to participate in extracurricular activities such as band, sports, school plays, chorus, and clubs.

Positive Behavior Support training opportunities will be available to building administrators, regular and special education teachers, paras, and parents. Positive Behavior Support Implementation helps with effective school and schooling processes to maximize the academic and social/emotional/behavioral progress and achievement of all students. Positive Behavior Supports will introduce students to specific strategies for self-regulation of their behaviors and the resiliency model, which includes (opportunities to participate meaningfully) to connect skills for life and clear boundaries.

### ***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 Rochester Area School District policy for behavioral support (School Board Policy 113.2-Behavior Support Revised January 27, 2014 & reviewed August 27, 2018) establishes, “Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student’s disability is such that education in the regular education class with the use of appropriate supplementary aids



and services cannot be achieved satisfactorily. “

In accordance with this, the policy outlines that all students who demonstrate a need for specific behavioral intervention to address behaviors that interfere with learning should have a Positive Behavioral Support Plan (PBSP) integrated into their Individualized Education Plan (IEP). PBSP should be based on the results of a Functional Behavioral Assessment (FBA) conducted as part of a Multidisciplinary Evaluation (MDE) or Reevaluation Report (RR) initiated by the IEP team.

Interventions outlined in a student’s PBSP include a variety of research-based techniques to develop and maintain skills that will enhance students’ learning and self-fulfillment opportunities.

Beginning in 2016, the district partnered with Western PA Psych Care, and their School-Based Health Program, “Positive Steps.” Within the district, there are Licensed Behavior Specialists and Licensed Professional Counselors who will provide mental health care to our students. The program offers student/parent/teacher presentations as well as additional training to the staff in the building. Additionally, the district contracts two behavior specialists through Keysource Educational Staffing.

Grades K-8 (Elementary/Middle) have met fidelity for Tier 1 of School-Wide Positive Behavior Support with consultation from IU 27. The district will begin implementing tiers 2 and 3 for the 2020-2021 school year. Positive Behaviors support is recognized through encouragement and motivation via rewards and incentives (i.e., Honor Roll Banquet, Quarterly student recognition assembly, field trips, Rams Bucks, college visits, art shows, weekly class meetings) which provides students with appropriate means for effectively responding to, intervening in and reporting incidents of bullying.

There is a SAP team that meets regularly to provide support for students that may be displaying barriers to learning or academic success. The Elementary and MS/HS SAP teams have an interagency collaboration with the Prevention Network to work with the SAP school liaison to provide screening and recommendations to the SAP team, students, and parents/guardians for referred students.

Barriers to success include but are not limited to academic issues, socio-economic issues, environmental factors, personal issues, social issues, and bullying.

Paraprofessionals received training on Safety Care provided by the Training and Consultants staff from IU 27. Safety-Care gives participants the tools they need to plan and take action well ahead of any escalation. Participants in the course learn a wide variety of prevention skills so that they can each contribute to a physical and social environment that encourages behavior patterns that are positive and safe. These include non-invasive approach and interaction strategies, ways to create a safe and therapeutic environment, self-management skills, and differential reinforcement to teach desirable replacement behavior solutions. Teachers, paraprofessionals, and administration have participated in CPI training by IU27. With a focus on prevention, the training program equips staff with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. Benefits of utilizing this program include:

- Reduce the risk of injury.
- Comply with legislative mandates.
- Meet regulatory/accreditation standards.
- Improve staff retention.
- Minimize exposure to liability.
- Promote *Care, Welfare, Safety, and Security*.

The District will continue to partner with IU 11/PaTTAN by participating in the grant-funded Autism Initiative. The Initiative provides monthly trainings in using best practices in servicing students with behavioral needs. The life skills teachers in the elementary, speech and language pathologist, four paraprofessionals, and the Director of Special Education attended a three-day training focused on behavior interventions, instruction, and program development through the Autism Initiative.

### *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.

1. Team members comprised of regular/special education teachers, school psychologist, counselor, principal, related service personnel, and parents and outside agencies collaborate in regards to student needs and services currently available to students with disabilities. The district has utilized Intensive Interagency staff from PaTTAN and IU 27 in the past to assist in the placement of students with disabilities.

In order to initiate or expand the continuum of supports, services and educational placement options for students with disabilities, the District collaborates with agencies including but not limited to: Beaver County Behavioral Health, Office of Vocational Rehabilitation, Beaver Valley Intermediate Unit, PaTTAN, ACHIEVA/ARC Beaver County Juvenile Probation, local police, Prevention Network, Beaver County Rehabilitation Center, Associated Occupational Therapist Inc, mental health providers, Homelessness Task Force, Career Links, and Children and Youth Services. To strengthen the existing partnerships, agency personnel are invited to participate in the IEP or IST meetings to ensure programming will provide FAPE in the least restrictive environment.

2. The District has not experienced any difficulty placing students that require a specialized curriculum. The District collaborates with neighboring specialized Special Education Schools that are utilized for students that fit the criteria. This includes students with severe emotional disturbance, medically fragile students, students with significant cognitive disabilities, non-communicative students and severely handicapped students

3.

With the addition of several new special education programs and services implemented in the past two years, the district has no significant need to expand its services.

# Assurances

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## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Passavant Memorial Homes	Nonresident	Rochester Area School District	8

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Horizon	Special Education Centers	Life Skills, Multi Disabilities Support, Emotional Support	7
Watson Institute	Special Education Centers	Life Skills and Autistic Support	1
St. Stephens	Special Education Centers	Emotional Support	3
The Bradley Center	Special Education Centers	Emotional Support	3
The School at McGuire	Approved Private Schools	Autistic Support	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 25, 2015

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	17	1
Locations:				
RASD 9,10	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 25, 2015

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	17	1
Locations:				
RASD Jr/Sr High 11,12	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #3 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

Implementation Date: August 25, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 18	6	1
Justification: Emotional support teacher will service students in multiple settings within the student's respective building in grades sixth through twelfth				
Locations:				
RASD Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #4 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 25, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 14	9	1
Locations:				
RASD 6-8	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #5 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 25, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	9	0.9
Locations:				
RASD 6-8	A Junior/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 14	1	0.1
Justification: Students are serviced by multiple special education personnel				
Locations:				
RASD 6-8	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #6 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 22, 2017

**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	11	1
Justification: Students receive services within their building/grade level settings apart from one another within a three year age range by multiple special education personnel				
Locations:				
RASD Middle/Senior High	A Middle School Building	A building in which General Education programs are operated		

**Program Position #7 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 30, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	6	1
Locations:				
RASD 3-5	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: August 22, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	14	0.66
Locations:				
RASD Elementary 4,5	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	5	0.34
Justification: Students on this caseload are supplemental and require additional support.				
Locations:				
RASD Elementary 4,5	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 25, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	4	0.8
Justification: Students are serviced in their respective grade levels in the general education curriculum or emotional support classroom with grade level peers				
Locations:				
RASD Elementary 1,2,3,4,5	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%)	Emotional Support	8 to 8	1	0.2
Justification: Students are serviced in their respective grade levels in the general education curriculum or emotional support classroom with grade level peers				
Locations:				
RASD Elementary 1,2,3,4,5	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 30, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	8	0.2
Locations:				
RASD 2,3	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	7 to 9	16	0.8
Locations:				
RASD 2,3	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	60	1
Justification: The Speech and Language therapist serves the majority of students who have speech/language needs through 1:1 therapy. The students participate in small group sessions or in whole language groups. Groups are never more than 3 years apart in age per group/session.				

Locations:				
RASD Elementary Speech and Language	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 22, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	2	0.33
Locations:				
Rochester Area School District	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 7	4	0.66
Locations:				
Rochester Area School District	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 22, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 16	4	1
Locations:				
Rochester Area School District	A Junior High School Building	A building in which General Education programs are operated		

**Program Position #14 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 30, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	9	0.9
Locations:				
Rochester Area	An Elementary School Building	A building in which General Education programs are operated		



Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	7 to 7	1	0.1
Locations:				
Rochester Area	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #15 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* August 30, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	4	1
Locations:				
Rochester Area	An Elementary School Building	A building in which General Education programs are operated		

## Special Education Support Services

Support Service	Location	Teacher FTE
Transition Coordinator	RASD Jr/Sr High	0.33
Para Professionals	District Wide	18
Special Education Secretary	District Wide	1
Director of Special Education	District Wide	1
School Psychologist	Disrict Wide	0.75

## Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Associated Occupational Therapists	Outside Contractor	3 Days
Keysource Educational Staffing (Behavior Specialists)	Outside Contractor	5 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	The LEA will provide for onsite review documentation of participation via sign in sheets, agendas for the Autism training activities, and the District will participate in the Autism Initiative in grades K-5. The Autism Initiative is a grant funded support service through PaTTAN. The life skills support staff in grades K-5 will participate in the three-day training on best practices in Autism Initiative, and consult with Board Certified Behavior Analysts on site for 6-12 hours per month. An Internal Coach log will document the professional development opportunities, and the staff will receive ACT 48 hours for participating. The district added a second classroom in the elementary that will participate in the Autism Initiative serving students in grades K-2 while the other program operates for grades 3-5.
<b>Person Responsible</b>	Special Education Director
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	12
<b>Provider</b>	PaTTAN
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Comprehensive evidence based information to assist educators, providers and families developing effective educational and therapeutic programming for all students with autism spectrum disorders, intellectual disabilities, and related developmental disabilities.
<b>Research &amp; Best Practices Base</b>	Research supports the implementation and practices of applied behavior analysis in servicing students with autism, intellectual disabilities, and

	related developmental disabilities. Effective based measures, data collection, behavior supports, and generalization training support progress in the LRE based on research and standardized test scores.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>

<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
<b>Follow-up Activities</b>	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 Lesson modeling with mentoring Journaling and reflecting
<b>Evaluation Methods</b>	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 Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio Post site review results

## Behavior Support

<b>Description</b>	<p>The Rochester Area School District currently implements Tier 1 of the School-Wide Positive Behavior Support and gained fidelity during the 2019-2020 school year for the elementary and middle school. In the 2020-2021 school year, the district will implement tier 2 and 3 levels of support through training and guidance from the IU 27 TaC staff.</p> <p>The district implemented monthly instructional support team meetings that focus on student social and emotional behavior.</p> <p>All paraprofessionals are trained by IU 27 TaC staff in Safety Care. Any additional staff hired will receive Safety Care training at the IU.</p> <p>Western Pennsylvania Psych Care (WPPC) and their school-based health program “Positive Steps” will continue their services, which were initially</p>
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	<p>implemented in the 2016-2017 school year.</p> <p>During the 2019-2020 school year, all staff was trained in “Trauma-Based Response Intervention,”; a six-hour workshop to better understand trauma, how it impacts children, and give them practical strategies to implement in the classroom. Teachers, staff, and administrators will leave with a better understanding of their students as well as being equipped to engage challenging behaviors in a way that helps the children</p> <p>Addition of 2 behavior specialists that are contracted through Keysource Educational Staffing. This is a 2-year supplemental contract that is funded through grant money.</p>
<b>Person Responsible</b>	administrative staff, instructional staff
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	50
<b>Provider</b>	LEA/BVIU/WPPC
<b>Provider Type</b>	School Entity(LEA)/BVIU TAC Staff
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	SWPBS is intended to help design and implement effective school processes to maximize academic and social/emotional/behavioral progress and achievement for all students. SWPBS is a whole school approach that involves students, staff, administration and parents to build and reinforce students’ interpersonal problem solving and conflict resolution skills and interactions. Staff will gain knowledge in delivering instruction relating to school-wide expectations in the area of positive behavior. Staff will gain knowledge on how to de-escalate and provide safety care crisis intervention techniques.
<b>Research &amp; Best Practices Base</b>	Pennsylvania Department of Education , Bureau of Special Education supports LEA's in their establishment of schoolwide positive behavior interventions and supports Positive Behavior Interventions and Supports. SWPBS is a systemic program that is intended to support the development of positive behavior health practices and strategic intervention and /or intensive crises management needs of school aged students.

<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>observations and modeling</p>
<b>Evaluation Methods</b>	<p>Participant survey</p> <p>student feedback and data gathering related to the number of (discipline) conduct referrals</p>

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## Paraprofessional

<b>Description</b>	The district is committed to providing at least 20 hours of professional development per year. All of our paraprofessionals who work with our students with special needs are highly qualified or in the process of becoming highly qualified. Rochester will provide for on-site review of sign-in sheets and agenda for the training for sessions related to: Schoolwide Positive Behavior Support Systems, Safety Care, First Aid/CPR, and the Special Education Paraprofessional After School Webinar Series.
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	7
<b>Provider</b>	Beaver Valley Intermediate Unit, PATTAN
<b>Provider Type</b>	Association
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Staff will be trained on effective based pedagogical techniques to use in supporting students in the LRE and support settings. Staff will be trained on de-escalation, co-teaching, SWPBS, ACCESS, and transition.
<b>Research &amp; Best Practices Base</b>	Research supports that de escalation, co-teaching, transition, SWPBS all support student progress on standardized tests, and curriculum based assessments.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops Department Focused Presentation
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Lesson modeling with mentoring
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Participant survey

## Reading

<b>Description</b>	<p>Rochester Area School District is committed to raising student's scores to meet the proficiency standards yearly. Data analysis, professional development, remediation programs, co-teaching, differentiated instruction, study groups, and improvement teams will be used to meet the diverse needs of students as readers. The District will analyze assessment data, monitor progress, and make adjustments to instruction to increase student achievement.</p> <p>Students with disabilities will demonstrate increased educational results in reading, as outlined in the Pennsylvania academic standards. Elementary: Life</p>
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Skills Support will continue to utilize the small group SPIRE reading program, an evidence-based research program. Grades K - 2 will continue to utilize the SuperKids reading series. Grades 3 - will continue to utilize Benchmark Advance, and grades 6 - 12 will continue with Study Sync. All grades in the elementary have access to title services if they qualify, which utilizes IPADS in phonics and sight word instruction using various applications and direct instruction techniques while also supplementing the program GrapeSEED.

*The SuperKids Reading Program* is a comprehensive ELA curriculum for grades K-1-2 using evidence-based literacy practices. The program follows an explicit and systematic core instruction in reading and language arts through engaging and increasingly complex text. Teachers are provided the resources needed to individualize instruction and make it accessible to all learners. Initial skill instruction is taught whole class so every child has the chance to learn the same critical foundational skills. Lessons are structured so that teachers can give struggling children more guidance and feedback on their skill work while allowing others to work more independently. Lessons also include ten-minute “tuck ins” which are additional teacher directed activities for reinforcing or extending skills taught in the lessons. Ten minute “tuck ins” enable teachers to give targeted instruction to small groups of individuals when needed.

Guided reading instruction is done in small groups based on abilities. Each grade guide explains how to customize the instruction to meet the needs of different reading levels by varying or adjusting the difficulty level of the comprehension questions and leveled books provided. Recordings of core texts and SuperKids library books are available on the teacher portal and can be used to support struggling readers.

The program also provides daily informal assessment and periodic formal assessment to ensure early identification of children who need more help or more challenges. Each teacher has the additional resource, Superkids Skill-Building Book that is a comprehensive collection of activities and resources to differentiate instruction. This provides reteaching and targeted practice for reading and language arts skills in Kindergarten through second grade.

*Benchmark Advance @ 2018* is the English Language Arts program used in Rochester Elementary grades 3-4-5. This program addresses the key shifts in curriculum and instruction that reflects research on how to best prepare students for success in the globally competitive society. The shift focuses on the mastery of rigorous learning goals with the support of strong differentiated instruction in English language development and responsive teaching,

including close reading and annotating texts.

Students are provided wide, deep, and thoughtful engagement with high quality literary and informational texts that build knowledge. All instruction is in the context of 10 focused strands to build knowledge across grade levels, which supports the school-wide alignment of learning goals. Essential questions promote thinking about a topic or concept from many perspectives and allows students to expand their academic knowledge and vocabulary as they build their literacy and English language skills. Benchmark Advance is designed to be different and is built for interactive learning, whereby students annotate in consumable texts for close reading, and both formative and summative assessments are ongoing.

Steps to Advance is a tiered component of Benchmark Advance that is used by Rochester Special Education and Title I staff for supportive instruction with struggling learners focusing on the same skills and strategies as well as content of the core program at an appropriate level to address their needs.

Study Sync is a comprehensive ELA program for grades 6-12 adopted in 2018 by the district.

The curriculum is an integrated multiple implementation model that supports interchangeable print and digital use. This works well with the district's 1:1 iPad initiative that began in SY 2019-20. Study Sync builds on the use of literature and student exploration with a strong skill-based foundation for grades 6-8 and a guided path to develop students' independent critical thinking and analysis skills for students in grades 9-12.

Study Sync offers reading and writing routines for students to better analyze and respond to complex texts. Writing is embedded into each unit providing grammar and extended writing projects exposing students to multiple writing forms such as narrative, informational, and argumentative analysis.

Resources most useful for teachers to instruct all learners are the differentiated text levels ranging from beginning lexiles to advanced high, as well as the automatic scaffolds students can access at the press of a button. Some of those automatic scaffolds include a visual glossary, audio, and text highlighting and speaking and sentence frames to assist students in class discussion when otherwise may be disengaged. The content of Study Sync is diverse with rigorous grade-level expectations. All students can achieve academically with the supports and scaffolds available.

Assessments available in the Study Sync curriculum range from a diagnostic screener to test preparation and practice. Also available are benchmark assessments to track progress on standard aligned skills, including both formative and summative assessments for each unit.

IXL is an online learning program that offers a supplemental K-12 comprehensive curriculum. Rochester Area School District currently uses IXL for math in all K-3 classes, in the 4-5 Special Education math classes and also in the 6-12th grade Life Skill classes. This program provides personalized learning with content to support and reinforce the classroom instruction with an individual pathway for each student. The teacher analytics provides teachers the opportunity to make instructional decisions that will drive their classroom instruction to meet their students' individual needs. Students are motivated by immediate feedback and a daily tally of progress made.

GrapeSEED program is an ELA curriculum offered as an intervention to accelerate English language acquisition to Special Education and Title I students in grades K-1-2 who demonstrate delayed language development. Using GrapeSEED curriculum helps students learn more quickly through songs, chants, and stories with both receptive and expressive language. GrapeSEED focuses on language development with repetition at the core of instruction. Repetition of controlled vocabulary and phonics builds student's confidence to understand better and become more proficient in language use and learning to process print.

Specially trained instructors coordinate the SuperKids core ELA curriculum and intervention with GrapeSEED to offer the most effective differentiated instruction. This program offers students success in speaking, communication, and reading.

Lexia Reading is an evidence-based supplemental reading program used to enhance skill sets for reading comprehension. Lexia Reading Core5 provides explicit, systematic, personalized learning in the six areas of reading instruction, and delivers norm-referenced performance data and analysis without interrupting the flow of instruction to administer a test. Designed specifically to meet the Common Core and the most rigorous state standards, this research-proven, technology-based approach accelerates reading skills development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction

Peer Assisted Learning Strategies is an evidence-based supplemental reading

	<p>strategies approach intended to increase comprehension skills.</p> <p><u>Collins Writing</u>: The Collins Writing Program is designed to improve students' thinking and writing skills simultaneously. It is based on three essential principles:</p> <ul style="list-style-type: none"> <li>· Thinking and writing skills develop with frequent, meaningful practice.</li> <li>· Most students develop writing and thinking skills incrementally through a variety of informal and formal writing experiences.</li> <li>· Each of the Five Types of Writing serves a distinct instructional purpose that is easily adapted to student needs and differences between subject areas. The program provides districts with a unified K–12 program that can be used in all classrooms and all subject areas.</li> </ul> <p><u>NWEA</u>-Northwest Education Association Skills Navigator identifies discrete skill gaps to focus instruction and close achievement gaps. This in-classroom tool is for use with targeted small groups and individual student supporting both remediation and enrichment. Teachers can:</p> <ul style="list-style-type: none"> <li>· Identify the skills students are ready to learn—on, above, or below grade level</li> <li>· Check for evidence of learning progress and skills mastery</li> <li>· Complement curriculum with resources that help students practice missing skills</li> <li>· Monitor progress for students in tiered intervention programs</li> </ul> <p>Support staff will receive a tutorial in effective based measures through a presentation on interventions from the reading specialists in the elementary grades and middle school grades at the beginning of each school year to support the implementation of best practices.</p>
<b>Person Responsible</b>	Special Education Director, Special Education Teachers, Reading Specialists, K-6 & 6-12 Principals
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	15
<b>Provider</b>	Reading Specialists/RASD
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	<p>Ongoing professional development will continue to increase the teachers' ability to provide effective instruction for the students who are struggling with reading skills. Teachers, counselors and paraprofessionals will have a stronger understanding of how to analyze the data, using the available data systems, in order to create effective student programs through IEPs or the IST process</p> <p>Teachers will gain knowledge in the use of technology to design evidence based instruction to support students in the twenty first century. All staff will have a greater understanding of using IPADS in instruction and utilizing various applications to support student progress.</p>
<b>Research &amp; Best Practices Base</b>	Ongoing professional development provides current best practice in education for all staff. This professional development occurs within and outside the district.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA</b>	Provides the knowledge and skills to think and plan strategically,

<b>administrators, and other educators seeking leadership roles</b>	<p>ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation          Series of Workshops          School Whole Group Presentation          Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers          Principals / Asst. Principals          Paraprofessional          New Staff</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)          Elementary - Intermediate (grades 2-5)          Middle (grades 6-8)</p>
<b>Follow-up Activities</b>	<p>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          Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data          Standardized student assessment data other than the PSSA          Classroom student assessment data          Participant survey          Review of participant lesson plans          Review of written reports summarizing instructional activity          Portfolio</p>

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## Transition

<b>Description</b>	<p>The Transition Coordinator attends monthly transition meetings at IU 27. They share the information with the staff at monthly department meetings.</p> <p>Completion of Indicators 13 and 14. Transition Coordinator and special education staff received training for Indicator 13. The transition coordinator facilitates the postsecondary outcomes with graduated seniors and their families.</p> <p>“Successful Practices in Secondary Transition for Continuous Improvement”, Middle and high school special education teachers participated in a two-day workshop provided by the BVIU. This new cohort is state mandated, and the teachers were trained on how to successfully write and implement IEPs for students who are ages 14 and over.</p> <p>A counselor from the OVR (Office of Vocational Rehabilitation) meets with Juniors and Seniors with disabilities bi-monthly. The counselor assists students with the following services: Resume creation, psychological testing, college funding, driver’s permit tutoring, accompaniment to take placement tests and make college schedules, in the car driver’s training, on the job training contracts for two summer jobs, guidance, and counseling, FAFSA guidance, editing of papers, job search assistance, job placement assistance, and scholarship information.</p>
<b>Person Responsible</b>	IU 27 TAC staff, Special Education Director, Transition Coordinator, OVR Counselor
<b>Start Date</b>	7/30/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	7
<b># of Participants Per Session</b>	12
<b>Provider</b>	IU #27 Staff, PaTTAN

<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	As a result of the training series, participants will be able to: Develop IEP's that include: post secondary goals that are based on age appropriate transition assignments clearly written present levels of academic achievement and functional performance meaningful transition services and activities that will help the student to achieve his/her post secondary goals measurable annual goals that address skill deficits and provide for progress monitoring
<b>Research &amp; Best Practices Base</b>	Secondary transition is a set of activities for a child with a disability that is designed within a results oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post high school activities including post secondary education, vocational education, integrated employment, supportive employment, continuing and adult education, adult services, independent living or community participation ( IDEA 2004)
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Professional Learning Communities</p>



<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  School counselors  New Staff  Other educational specialists  Related Service Personnel  Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>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  Lesson modeling with mentoring  Journaling and reflecting</p>
<b>Evaluation Methods</b>	<p>Participant survey  IU/PaTTAN collection and review of IEP Indicator 13 checklist, pre-review and post reviews</p>

# Special Education Affirmations

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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*

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*Board President*

**Affirmed by Jane Bovalino on 6/8/2020**

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*Superintendent/Chief Executive Officer*