

Southmoreland SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

200 Scottie Way
 Scottdale, PA 15683-
 724-887-2005
 Superintendent: Vincent Mascia
 Director of Special Education: Alexander Novickoff

Planning Committee

Name	Role
Ron Heitchue	Administrator : Special Education
Alexander Novickoff	Administrator : Special Education Schoolwide Plan
Andrea Hanford	Ed Specialist - School Counselor : Professional Education Special Education
Sarah Kiliany	Ed Specialist - School Counselor : Special Education
Victoria Brodak	Elementary School Teacher - Regular Education : Special Education
Abby Cesario	Elementary School Teacher - Regular Education : Special Education
Kaely Potochnik	Elementary School Teacher - Regular Education : Special Education
Morgan Coleman	Elementary School Teacher - Special Education : Special Education
Kelly Derr	Elementary School Teacher - Special Education : Special Education
Carrie Bisher	High School Teacher - Regular Education : Special Education
Melissa Farrell	High School Teacher - Special Education : Special Education
Hillary Habershtock	High School Teacher - Special Education : Special Education
Wesley Nicholson	Middle School Teacher - Regular Education : Special Education
Nicole Pruchnic	Middle School Teacher - Special Education : Special Education
Randy Hohol	Parent : Special Education

Jamie O'Sullivan	Parent : Special Education
Kristy Smith	Parent : Professional Education Special Education
Michelle Williams	Parent : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 310

Identification Method

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

The Southmoreland School District identifies students with specific learning disabilities in compliance with the Pennsylvania Special Education Regulations §14.125 (derived from the federal IDEA regulations in §300.309), which outlines the criteria for determination of a Specific Learning Disability (SLD). The Southmoreland School District currently uses the discrepancy model to identify a student with SLD. Students who are suspected of having a Specific Learning Disability are recommended to the multidisciplinary team for evaluation by the classroom or content area teacher or the parent. Classroom data is reviewed and a determination is made regarding the student's achievement pursuant to his/her age or ability to meet state approved grade-level benchmarks or standards in one of eight areas of functioning (oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving).

If it is determined that the student is not achieving as expected, despite numerous classroom interventions, a classroom observation is conducted by someone other than the classroom teacher and the certified school psychologist administers a battery of reliable and valid standardized assessments that are designed to measure both intellectual ability and achievement. The school psychologist then analyzes the results of the standardized assessments to determine if there is a discrepancy between ability and achievement and reports these results to the multidisciplinary team. The team then determines whether or not the lack of achievement is the result of an intellectual disability, sensory deficit, emotional disturbance, cultural barriers, limited English proficiency, environmental or economic disadvantage, or lack of appropriate instruction. If the team determines that the student is not intellectually disabled, that a discrepancy exists between ability and achievement, and that the discrepancy is not the result of one of the aforementioned factors, the student meets criteria to qualify as a student with a Specific Learning Disability.

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 current Special Education Data Report shows that the Southmoreland School District met the State Performance Plan Target for Indicators 9 and 10. The Special Education Data Report indicates that the Southmoreland School District was below the State Percent of Special Education Enrollment by Disability in the following areas: Emotional Disturbance, Other Health Impairment, and Specific Learning Disability. The District was above the State Percent in Autism, Intellectual Disability, and Speech or Language Disability.

Although the District is above the state average in students identified with Autism Spectrum Disorders and Intellectual Disability, the District does not believe it is over-identifying students in those areas. The autism numbers could be attributed to the national trend of increasing rates of autism. In addition, the District has expanded Autistic Support programming to K-12, which has made Southmoreland an appealing option for families who have children with Autism Spectrum Disorders. The District is also only .6% above the state average, .6% represents less than two students.

The number of students identified with intellectual disabilities is 2.3% higher than the State percentage. This number can be partially attributed to an increase in students enrolling through Early Intervention who qualify as having an Intellectual Disability. The District has also increased service options for students with Intellectual Disabilities, which could also result in Southmoreland as a preferred school for parents.

The large number of students identified with a Speech or Language Impairment could be the result of numerous awareness activities that are provided to parents and staff each year by the speech and language pathologists, as well as the high number of students enrolled in kindergarten who are already receiving speech and language services through early intervention. This is supported by similarly high numbers of students receiving Speech and Language services in our surrounding districts. In 2019 the District hired a third full time speech pathologist, decreasing the caseloads of speech pathologists and allowing for increased servicing options. Speech pathologists are also working on developing an intervention model to provide tiered supports for elementary students. District procedures for the identification, location, and evaluation of students are reviewed on an ongoing basis to ensure compliance with special education regulations and to ensure that a Free and Appropriate Public Education (FAPE) is provided to all students with disabilities who require special education and related services.

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?

Currently, there is one residential facility within the borders of the Southmoreland School District. The Southmoreland School District complies with Section 1306 of the Public School Code to ensure FAPE and LRE. Presently, the Southmoreland School District follows policies set forth in §24 P.S. S 13-1308 to establish residency of a student who is living at the residential facility, but whose parents are not residents of the Southmoreland School District. Students who are residents of these facilities are able to attend the Southmoreland School District.

To ensure FAPE and LRE, as well as meet obligations associated with Section 1306, Southmoreland assumes responsibility for making decisions regarding the goals, programming, and educational placement for each student. Southmoreland also seeks advice from the resident school district with respect to the student, and keeps the resident school district informed of its plans to educate the students.

When the Southmoreland School District is notified that a resident student is being educated by another school district under Section 1306, the District claims the student and provides the appropriate documentation of funds to support that student's education in the host district. When the Director of Special Education is informed by the educating district or entity, a District representative will attend the meeting and Individualized Education Program (IEP) meetings either in person or via phone conference and will provide input.

The barriers that limit the District's ability to meet its Section 1306 obligations are timely communication from the education entity about the student's placement and lack of parent understanding of the local district's responsibility when a child is being educated under this regulation.

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).

There are currently no 1306.2 facilities within the Southmoreland School District. The Southmoreland School District is in compliance with the requirements of IDEA and Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school age individuals who have been incarcerated. Once the District is informed of a student in an incarceration facility, the District forwards all educational records to the facility, including the most recent evaluation or reevaluation report and IEP. Eligible students receive special education services when they are charged with a criminal offense, while awaiting trial, and after they are convicted of a criminal offense.

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.

Students suspected of having a disability will participate in a multidisciplinary evaluation. The IEP team examines the results of the MDE and determines programming options, considering continuum of service levels. The least restrictive environment (LRE) component of the Individuals with Disabilities Education Act (IDEA) mandates that the IEP team consider educating students who are identified with disabilities within the general education setting with supplementary aids and services to the maximum extent appropriate prior to considering more restrictive settings. Each student's Individualized Educational Program (IEP) team reviews the student's needs to determine what specific supplementary aids and services are needed for the student to be successful in his/her educational setting. Specific examples of supplementary aids and services follows:

Service	Resource Description
Academic Interventions	Interventions for all subject areas are available to all students during the Student Support Period and Intervention/Enrichment Time. Special education teachers utilize a variety of intervention programs to supplement student instruction. In addition, computerized interventions are available at all levels. All services are provided based upon students' needs as determined in their IEPs. During the 2019-2020 school year, Southmoreland Elementary School began a Walk to Intervention model. This is a grade level intervention/enrichment time when all available resources in the building are pooled together to provide specific, small group intervention - daily.
Assessment	Comprehensive assessments are available for all students in need. The District utilizes professionals from the WIU for assistive technology evaluations based upon individual student needs. CAMCO provides evaluations for

	students with OT and PT concerns.
Benchmark Assessments	Benchmark assessments and progress monitoring in Reading and Math is used in all buildings.
Career Counseling	Career programming through guidance begins in kindergarten and continues throughout each student's schooling. Individual counseling begins at the secondary level.
Career/ Transition Services	• Transition coordinator 7-12 grade • Transition Survey Parents/ Students • Use of LiveBinder Resources for assessments, parent and student information through the WIU • Collaboration with OVR and OVR Early Reach Initiative • High School Coffee Shop • Middle School Coffee Shop • Work Discovery Program for secondary students • Collaboration with Westmoreland Career and Technical Center • Westmoreland Community College-College in the High School Programs
Collaboration-Supplementary Aids and Services	• Co-teaching • PLC Model • Paraprofessional Support • PCAs for individuals with significant needs • Outside training and consulting services through WIU 7 and PaTTAN • Professional Development • Common Planning time • Training for staff on use of interventions and assistive technology • Special Education Department meetings • PaTTAN Conferences and workshops • Webinars
Continuum of Services	Comprehensive continuum of services available and designed to meet the needs of all students.
Instructional- Supplementary Aids and Services	• Modifying Tests • Co-teaching • Differentiated Instruction • Modification of learning environment • Providing outlines and cloze outlines

	• Books on tape/Bookshare • Use of technology (Chromebooks, laptops, iPads) • FM Systems • Speech to Text • Text to Speech • Word Prediction software • Augmentative Communication Devices • Word Banks • Hands on Activities • Small group Instruction • Paired Instruction • One on one support • Paraprofessional support • Specialized Curriculum • Use of manipulatives • Use of calculators • Modifications of time • Alternate forms of assessments • Modification of homework/projects • Printed/ verbal directions • Visual Schedules • Social Stories • Special seating arrangements • Resource support • Highlighted materials • Interpreter Services
Multi-Disciplinary Teams	Bi-weekly team meetings (regular and special education) at every grade level to support and monitor student achievement. Parent meetings based on individual student needs. This has expanded in 2019-2020 to include Multi-Tiered System of Support Teams at SES to address/evaluate intervention programming.
Physical-Supplementary Aids and Services	• Preferential seating • Fluorescent light covers • Flexible room arrangement • Cushion seats • Ball chairs • Rocking chairs • Seat discs • Adaptive equipment • Swings

	• Sensory objects • Wheelchair accessibility • Sensory wall at SPC
Social-Behavioral Supplementary Aids and Services	• SAP/ESAP • School Wide PBIS • Mental Health Liaison • School Based Mental Health • Guidance support • Lunch Buddies • Bully Prevention Program • Positive Reinforcement systems • Modifications to changing classes • Notifying students in advance of schedule changes • Behavior Contracts • Setting school and classroom expectations • Functional Behavioral Assessments • Positive Behavior Support Plans • Crisis Intervention (CPI)
Student Assistance Program	Building-level teams designed to support the social-emotional needs of students
Grade Level Support Teams	Grade-level teams at each building designed to support students who are struggling academically and behaviorally

The Southmoreland School District makes every effort to ensure that students with disabilities are educated in the least restrictive environment with supplementary aids and services. In addition to adopting a Professional Learning Community (PLC) model, the District also has invested in professional development, curricular and intervention resources, and scheduling to increase its continuum of services from the last time this plan was drafted. In 2016 the district committed to a co-teaching model, since that time investments have been made to procure specialized intervention programs for students - primarily targeting the improvement of functional math and reading skills. Furthermore, intentional scheduling has allowed for more time for intervention, while not missing core instruction with non-disabled peers. To continue the district's efforts in co-teaching, special education teachers participate in team meetings with other grade level teachers to discuss challenges and to plan for differentiated instruction within the general education classroom. Common planning opportunities are available to all learning support teachers.

Pull-out special education classes are offered only as a last resort when the nature and severity of the student's disability is such that progress in a general education setting cannot be achieved satisfactorily even with supplementary aids and services. A recommendation for change of placement to a more restrictive environment is usually due to either insufficient academic growth or insufficient academic growth in conjunction with behavioral concerns. Teachers have been trained in crisis prevention and intervention (CPI) and in completing Functional Behavioral Assessments and writing Positive Behavior Support Plans in order to provide better support to students who may

have emotional needs in the hopes of decreasing the number of students with emotional/behavioral concerns who may need to go to outside placements. School Wide Positive Behavior Intervention and Supports programming has started at Southmoreland Elementary.

A review of Educational Environments (Indicator 5) shows that the Southmoreland School District met two of the three targets. This is due to the District's effort to educate students in the Least Restrictive Environment (LRE) through strategies mentioned previously.

SE Inside Regular Class 80% or more:

The Southmoreland School District (77.5%) is above the state average (61.5%) in SE Inside Regular Class 80% or more.

SE Inside Regular Class Less than 40%:

The Southmoreland School District (8.5%) is below the state average (9.4%) in SE Inside Regular Class <40%.

SE in Other Settings:

The Southmoreland School District (7.8%) is above the state average (4.8%) in this area. Although no student was placed in an outside setting without first exploring the option of education within the school district, lack of programs to meet specific populations' needs (specifically life skills support, emotional support, and autistic support) sometimes necessitates that students move to outside settings. The number of students in educational settings outside the school district has been a priority for the District since it's 2016 Special Education Plan, when 9.8% of Special Education students were being educated outside of the District. It is expected for that number to continue to drop, with the addition of a high school Autistic Support program, and a Middle School Life Skills Support Program. December 1, 2019 Child Count has already shown a decrease in this number to 6.7%. It is anticipated that this will decrease further next year with anticipated graduations. Finally, five students (1.6% of total special education population) receive instruction in Partial Hospitalization Settings. While these settings are not a Least Restrictive Environment setting, they do account for a significant portion of our Special Education Students educated outside of the district. These placements are also the result of psychiatric treatment, and do not include the IEP team in the decision to place.

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 current Policy, Number 113.1, describes the procedures for developing behavior management plans for students eligible for special education services whose problem behaviors interfere with their learning or that of others. The Board directs that the district should remain in compliance with the Individuals with Disabilities Education Act (IDEA) and state regulations when disciplining

students with disabilities for violating district policy and school rules and regulations. No student with a disability shall be expelled if that student's particular misconduct is a manifestation of the student's disability.

A student with a disability may be suspended for up to ten consecutive and fifteen cumulative days of school per year regardless of whether the behavior is a manifestation of the student's disability unless the student is identified with an intellectual disability. During the 2018-19 school year, a School Wide Positive Behavior Support team was trained and has continued to participate in conjunction with support from IU7 and PaTTAN Consultants. The district intends on expanding this training to the Primary Center during the 2020-2021 school year, and the Middle School during the 2021-2022 school year. Additionally, special education teachers were trained to conduct Functional Behavioral Assessments and write Positive Behavior Support Plans during a 2020 PaTTAN training. If appropriate, the IEP team (including parents) will develop a plan to address individual behavior problems in order to avoid having to suspend a student. Starting with a Functional Behavioral Assessment (FBA), a Positive Behavior Support Plan (PBSP) is developed to identify the problem behavior(s) and what function the behavior plays for the student. These are often completed with the assistance of the Westmoreland Intermediate Unit Behavior Specialist.

Currently, Southmoreland School District also uses the following services to provide behavioral supports to students:

- School Based Mental Health
- SWPBIS
- St. Vincent Prevention Program - At Risk
- SAP K-12
- Consultation with the Behavior Specialist from Westmoreland Intermediate Unit
- SPHS for Drug and Alcohol Support
- Westmoreland Case Management Services, Inc.

Our SAP programs are powerful support pieces that bolster student supports within our schools. Students at all levels can receive additional lessons and support through our St. Vincent Prevention program. The Southmoreland School District maintains a partnership with School Based Mental Health to offer supports for at-risk students that is maintained throughout the year, including summer.

Special education staff, paraprofessionals and limited regular education staff have received training in Nonviolent Crisis Intervention. The training includes recognizing when students are anxious and intervening appropriately, as well as de-escalation techniques. In the case where an escalated student is a danger of physically harming himself or others, nonviolent physical restraint is used as a last resort. These restraints were also a part of the CPI training. Continued CPI refresher trainings will be held yearly. All CPI trainings are provided by certified trainers.

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.

In the instance when the Southmoreland School District is unable to provide Free Appropriate Public Education for a student within any of our district school buildings, the district has, and intends to utilize, partnerships with agencies including but not limited to:

Westmoreland Case Management, Westmoreland Intermediate Unit, Clairview School, Pressley Ridge, Robert Ketterer Charter School, Pace School, Chestnut Ridge Mental Health, the ARC of Westmoreland, Westmoreland Human Opportunities, Pathfinder School, Goodwill Industries, Latrobe Mental Health, Southwood Hospital, Clelian Heights School, Student Assistance, St. Vincent College, Adelphoi - Hartford Heights, New Directions School, Allegheny Intermediate Unit, New Story,, Northwest Human Services, Highlands Hospital, Merakey and Centerville Clinic. Our school district has been successful in providing FAPE for our students with more specialized needs through our partnerships with the aforementioned resources.

The Southmoreland School District collaborates either regularly, or on an as-needed basis, with the agencies listed above. Many of these collaborative situations are formalized through contracts and/or agreements, while others are used on an as-needed basis.

The Southmoreland School District maintains rapport with each of the aforementioned agencies. Meetings are scheduled between the District, parents, and the appropriate agency to ensure that each child's needs are met. The District sends representation to hearings and meetings as appropriate. Lines of communication remain open, and the District stands ready and willing to assist any agency that may be working with one of its students.

By virtue of its size, the Southmoreland School District cannot provide in-house appropriate educational opportunities for each of its students because some students require specialized placements that cannot be accommodated in the home school. Therefore the district contracts and/or collaborates with numerous agencies.

The Southmoreland School District collaborates with health and human service agencies enumerated elsewhere in this document. Such collaboration includes the development of coordinated service plans for those students who are in need of services other than education. Plan development encompasses both types of services to be provided and funding streams. The District only funds those services that are related to the educational component of the plan.

The Southmoreland School District has an Autistic Support program at each of it's four schools, servicing grades K-12. This programming provides our students with autism the ability to participate in the regular education curriculum and environment to the greatest extent possible. Research indicates that our interventions at this stage of the student's academic development is the

most impactful and appropriate. Students are supported with their nondisabled peers and participate in the curriculum with support as needed. Both the students with autism and their typical peers benefit from the inclusive interactions.

There is also a Life Skills Support programming available from grades K-8. Over the course of this plan, the LEA intends on expanding Life Skills Support programming to Southmoreland High School. The Southmoreland School District has entered into a contract with WCSI to provide students with access to additional supports related to emotional needs and behavioral concerns. Excela Health is currently working in Southmoreland Primary Center, Southmoreland Elementary, Southmoreland Middle and Southmoreland High School.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Penn Residential	Nonresident	Southmoreland School District	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Clairview School	Special Education Centers	Lifeskills Support, Multi-disabilities Support, Physical Support	3
Clelian Heights	Special Education Centers	Lifeskills Support	2
Dr. Robert Ketterer School at Adelphoi	Other	Emotional Support	1
Monarch School of Jewish Childrens' Bureau	Out-of-State Schools	Autistic Support	1
Merakey - Autism Center	Special Education Centers	Autistic Support	2
Pressley Ridge Day School - Pittsburgh	Special Education Centers	Autistic Support	1
The Hughes Center, Virginia	Out-of-State Schools	Life Skills Support	1
Pressley Ridge Day School - Greensburg	Special Education Centers	Emotional Support	1
Merakey Education Center	Special Education Centers	Emotional Support	1
Adelphoi - Hartford Heights	Other	Emotional, Learning Support	1
Highlands Hospital	Special Education Centers	Life Skills Support, Autistic Support	2

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	4	0.75
Locations:				
Southmoreland Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	2	0.25

Locations:				
Southmoreland Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 18, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	2	0.3
Locations:				
Southmoreland Primary Center	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%)	Autistic Support	5 to 8	2	0.3
Locations:				
Southmoreland Primary Center	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%)	Life Skills Support	5 to 8	4	0.4
Locations:				
Southmoreland Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 30, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	2	0.3
Locations:				
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	9	0.7
Locations:				
Southmoreland	An Elementary	A building in which General		

Elementary School	School Building	Education programs are operated		
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Program Position #5 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 30, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	8	0.5
Locations:				
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	8	0.5
Locations:				
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* February 18, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	3	0.5
Locations:				
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	12	0.5
Locations:				
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* February 18, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Autistic Support	7 to 12	5	0.5
Justification: Autistic Support Programming requires functional curriculum that are appropriate for a larger range of students. Also, some students require greater access to the AS room, meaning an overlap in students being serviced.				
Locations:				
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 12	1	0.25
Justification: Autistic Support programming benefits a wide range of students who require adapted and functional curriculum.				
Locations:				
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 8	1	0.25
Locations:				
Southmoreland Elementary School	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: March 30, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	10	0.5
Locations:				
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	8	0.5
Locations:				
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 30, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	10	0.5
Locations:				
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	8	0.5
Locations:				
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* February 18, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	7	0.5
Locations:				
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	9	0.5
Locations:				
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* February 18, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	6	0.5
Justification: Instruction is by grade level.				
Locations:				
Southmoreland High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	8	0.5
Locations:				
Southmoreland Middle School	A Senior High 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: March 30, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	4	0.5
Locations:				
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	9	0.5
Locations:				
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 30, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	6	0.5
Locations:				
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	6	0.5
Locations:				
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 30, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	8	0.5
Locations:				
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	5	0.5
Locations:				
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* February 18, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	13	0.7
Locations:				
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 16	1	0.3
Locations:				
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 30, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 13	5	0.1
Locations:				
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	7 to 11	49	0.9

	Support			
Justification: Students do not receive services together.				
Locations:				
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 18, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	36	0.75
Locations:				
Southmoreland Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 19	9	0.25
Justification: Students are not instructed together.				
Locations:				
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 12	7	1
Justification: Students receive adapted/functional curriculum. Participate with same age peers outside of LSS room.				
Locations:				
Southmoreland Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 18, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Deaf and Hearing Impaired Support	8 to 8	1	0.06
Locations:				
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 13	1	0.06
Locations:				
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 5	1	0.06
Locations:				
Southmoreland Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	16 to 18	3	0.06
Locations:				
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 13	4	0.5
Locations:				
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 15	3	0.5
Locations:				
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 16	3	0.9
Locations:				
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 16	1	0.1
Locations:				
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 18, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	7	1
Locations:				
200 Scottie Way, Scottdale PA 15683/Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 18, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 11	25	0.5
Justification: Instruction is provided in small groups with similarly aged peers.				
Locations:				
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	25	0.5
Locations:				

Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #25 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 18, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.04
Locations:				
Southmoreland Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 8	2	0.04
Locations:				
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 14	1	0.04
Locations:				
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Southmoreland Middle School	0.5
School Psychologist	Southmoreland Elementary School	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Outside Contractor	4 Hours
Occupational Therapist	Outside Contractor	13 Hours
PCA - Southmoreland	Outside Contractor	35 Hours

Primary Center		
PCA - Southmoreland Primary Center	Outside Contractor	35 Hours
PCA - Southmoreland Elementary School	Outside Contractor	35 Hours
AS Classroom Assistant - Southmoreland Primary Center	Outside Contractor	35 Hours
AS Classroom Assistant - Southmoreland Primary Center	Outside Contractor	35 Hours
PCA - Southmoreland Elementary School	Outside Contractor	35 Hours
LSS Classroom Assistant - Southmoreland Primary Center	Outside Contractor	35 Hours
AS Classroom Assistant - Southmoreland Elementary School	Outside Contractor	35 Hours
AS Classroom Assistant - Southmoreland Elementary School	Outside Contractor	35 Hours
AS Classroom Assistant - Southmoreland Elementary School	Outside Contractor	35 Hours
LSS Classroom Assistant - Southmoreland Elementary School	Outside Contractor	35 Hours
LSS Classroom Assistant - Southmoreland Elementary School	Outside Contractor	35 Hours
LSS Classroom Assistant - Southmoreland High School	Outside Contractor	35 Hours
AS Classroom Assistant - Southmoreland High School	Outside Contractor	35 Hours
PCA - Southmoreland High School	Outside Contractor	35 Hours
AS Classroom Assistant - Southmoreland Middle School	Outside Contractor	35 Hours
LSS Classroom Assistant - Southmoreland Middle School	Outside Contractor	35 Hours
LSS/AS Classroom Assistant - Southmoreland Middle School	Outside Contractor	35 Hours
PCA - Southmoreland High School	Outside Contractor	35 Hours
PCA - Southmoreland High	Outside Contractor	35 Hours

School		
AS Classroom Assistant - Southmoreland High School	Outside Contractor	35 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Autistic Support teachers and support staff will attend trainings via webinars and through trainings at PaTTAN. Additionally, teachers will attend at least one conference focused on education and best practices related to Autism Spectrum Disorders. Conferences provide attendees with peer to peer best practice discussions and high leverage strategies for students and parents.
Person Responsible	Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	5.0
# of Sessions	5
# of Participants Per Session	7
Provider	PaTTAN; WIU Educational Consultants
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Teachers and support staff will be taught new strategies to de-escalate and to enhance student learning in both the Autistic Support environment and in the regular education classroom.
Research & Best Practices Base	Evidence Based practices will be utilized
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA	Provides the knowledge and skills to think and plan strategically, ensuring

administrators, and other educators seeking leadership roles	that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Live Webinar Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with 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. Standardized student assessment data other than the PSSA Classroom student assessment data

Behavior Support

Description	The Southmoreland School District will provide the following proposed professional development topics regarding Behavior:
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	• Nonviolent Crisis Intervention • Schoolwide Positive Behavior and Support
Person Responsible	Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	4
# of Participants Per Session	30
Provider	Southmoreland School District, WIU Educational Consultants, PaTTAN Educational Consultants
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	The teachers and support staff will review current strategies for de-escalation and antecedents to behaviors. Teacher teams will be trained in best-practices for implementing School Wide Positive Behavior Intervention and Support.
Research & Best Practices Base	Evidence-based practices will be utilized.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.

	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 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. Classroom student assessment data

Paraprofessional

Description	Paraprofessionals are required to obtain at least 20 hours of professional development each school year. The Southmoreland School District will provide its paraprofessionals with opportunities to obtain these hours through a variety of professional development topics, including but not limited to supporting inclusion of students, collecting data, nonviolent crisis intervention, and maintaining confidentiality. These opportunities are in addition to
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	professional development provided by the contracted agency our paraprofessionals are employed through.
Person Responsible	Director of Special Education; Principals
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	21
Provider	Southmoreland School District, WIU Educational Consultants, PaTTAN Educational Consultants
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Best practices in collecting data, supporting inclusive environments, and non-violent crisis prevention.
Research & Best Practices Base	Evidence-based practices will be used.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Professional Learning Communities

Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion
Evaluation Methods	Participant survey Review of written reports summarizing instructional activity

Reading

Description	The Southmoreland School District will provide the following professional development topics regarding reading: • Best practices in reading intervention programming • Utilizing reading data from universal screeners to make data-driven decisions regarding reading intervention programming.
Person Responsible	Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	4
# of Participants Per Session	15
Provider	Southmoreland School District, WIU Educational Consultants, PaTTAN Educational Consultants
Provider Type	Professional Consultants
PDE Approved	No
Knowledge Gain	Teachers will become more knowledgeable in utilizing universal screening data, to target specific students who require intervention. Teachers will

	also learn how to implement a variety of screening tools, and how to place students into intervention groups that meet their needs.
Research & Best Practices Base	Evidence-based and scientifically-based practices will be utilized in the trainings.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Live Webinar Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with 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. Standardized student assessment data other than the PSSA Classroom student assessment data
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Transition

Description	As students approach graduation and post secondary life, their needs are different than when they were younger students. The Southmoreland School District will provide transition-focused professional development in the following areas: • Effective practices in secondary transition • Writing standards-aligned IEPs for transition aged students • Compliance with federal and state regulations regarding transition IEPs
Person Responsible	Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	2
# of Participants Per Session	10
Provider	Southmoreland School District; WIU Educational Consultants, PaTTAN Educational Consultants
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	These trainings will provide administrators and special education teachers the knowledge of how to develop IEPs that include: • Post-secondary goals that are based on age appropriate transition assessments • 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
Research & Best Practices Base	Evidence-based practices will be utilized in these trainings.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers

	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. Classroom student assessment data Participant survey

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer