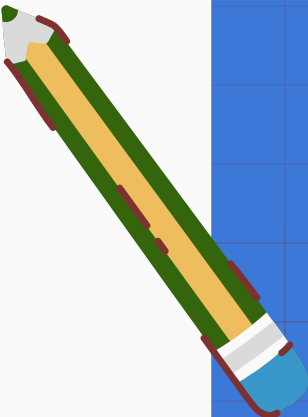




Placement & Services

RISE: Resources and Information for Special Education

Tuesday, November 12th, 2024



Mission Statement

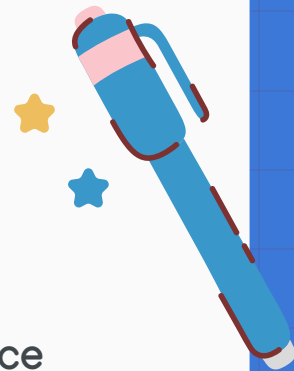
Resources and Information for Special Education empowers parents of diverse learners within the East Stroudsburg Area School District through monthly informational sessions. Our mission is to provide essential resources, foster community support, and promote educational advocacy, ensuring every child receives the support they need to thrive. We are committed to ensuring parents feel supported and empowered throughout the journey of their child's educational career.



Meet Your Presenters

Diana Govus

- ◆ Bushkill Elementary School
- ◆ 35 years Special Education experience
- ◆ Bachelor of Science in Psychology
- ◆ Master of Science in Special Education
- ◆ Certified in Elementary Education and
Special Education



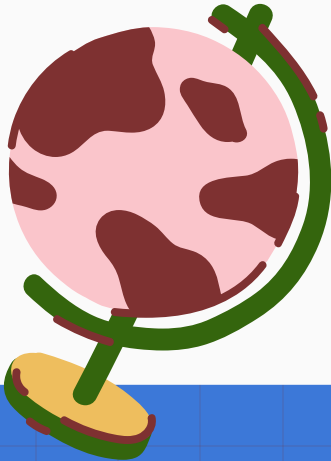
Meet Your Presenters

Susan Morse

- ❖ Life Skills Support Teacher at MSE
- ❖ 10 years as a Special Education teacher
- ❖ Bachelors of Art in Psychology
- ❖ Master of Science in Education
- ❖ Certified Special Education PK-12



IEP BINDER



Tonight we will cover:



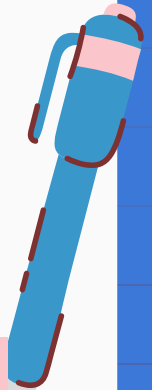
**Notice of
Recommended
Educational Placement**

**Least Restrictive
Environment**

**Amount of
Support**

**Types of
Placements**

**Specially
Designed
Instruction**



Notice of Recommended Placement



Once you have developed the IEP with the IEP team, you will receive a Notice of Recommended Educational Placement (NOREP)/Prior Written Notice (PWN).



The NOREP/PWN summarizes the educational programs and services recommended for your child.



You must indicate your approval of the IEP and educational placement in writing for your child's initial special education placement before the school may implement the IEP.



NOREP

Notice of Recommended Educational Placement / Prior Written Notice

East Stroudsburg Area School District
50 Vine St, East Stroudsburg, PA 18301

NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT / PRIOR WRITTEN NOTICE (NOREP/PWN)

School Age

LEA Use Only - Date of Receipt of Signed NOREP/PWN:

Child's Name

Date Sent (mm/dd/yy):

Name and Address of Parent/Guardian/Surrogate:

Dear Parent/Guardian/Surrogate,

This is to notify you of the Local Education Agency's (LEA's) action regarding your child's educational program.

1. Type of action taken:

- ☒ Proposes initial provision of special education and related services (For this action, the school may not proceed without your written consent in Section 8 of this document)
- ☐ Refusal to initiate an evaluation (Must issue Procedural Safeguards Notice)
- ☐ Proposes to change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE)
- ☐ Refusal to change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE)
- ☐ Change of placement for disciplinary reasons (Must issue Procedural Safeguards Notice)
- ☐ Due process hearing, or an expedited due process hearing, initiated by LEA
- ☐ Graduation from high school
- ☐ Exiting special education
- ☐ Exiting high school due to exceeding the age eligibility for a free appropriate public education (FAPE)
- ☐ Extended School Year (ESY) services
- ☐ Response to request for an independent educational evaluation (IEE) at public expense
- ☐ Other

2. A description of the action proposed or refused by the LEA:

..

3. An explanation of why the LEA proposed or refused to take the action:

..

NOREP

Notice of Recommended Educational Placement / Prior Written Notice

East Stroudsburg Area School District
50 Vine St, East Stroudsburg, PA 18301

4. A description of other options that the IEP team considered and the reasons why those options were rejected. If the action proposed or refused is in regard to educational placement, options considered must begin with the regular educational environment with supplementary aids and services (information about supplementary aids and services is available on the PaTTAN website at www.pattan.net):

Options Considered	Reason for Rejection
..	
..	

5. A description of each evaluation procedure, assessment, record or report used as a basis for the proposed action or action refused:

6. A description of other factors that were relevant to the LEA's proposal or refusal:

7. The educational placement recommended for your child is (State the amount and type of special education supports, e.g., Itinerant Learning Support, Supplemental Autistic Support, Full-Time Emotional Support):

School District Superintendent/Designee
Charter School CEO

Signature

Date
(mm/dd/yy)

You have rights and protections under the law described in the *Procedural Safeguards Notice*. If you need more information or want a copy of this notice, please contact:

Name

Title

Phone

Email Address

NOREP

8. PARENTAL CONSENT

Directions for Parent/Guardian/Surrogate: Please check one of the options, sign this form, and return it within 10 calendar days. In circumstances when this form is NOT completed and parental consent is NOT required, the school will proceed as proposed after 10 calendar days.

- ☐ I request an informal meeting with school personnel to discuss this recommendation.
- ☐ I approve this action / recommendation.
- ☐ I do not approve this action/recommendation.* My reason for disapproval is:

I request (Contact the Office for Dispute Resolution at 800-222-3353 for information on Mediation and Due Process Hearing):

- ☐ Mediation
- ☐ Due Process Hearing

* Except for placement in an interim alternative educational setting due to drugs, weapons, or serious bodily injury (§300.530(g), §300.530(i), and §300.531), if you do not approve the action / recommendation, your child will remain in the current program / placement only if you request a due process hearing or mediation through the Office for Dispute Resolution. If you do not request Due Process or Mediation through the Office for Dispute Resolution, the LEA will implement the action / recommendation.

SIGN HERE:

Parent / Guardian / Surrogate Signature

Date (mm/dd/yy)

Daytime Phone

PLEASE RETURN THIS ENTIRE FORM TO:

Name

Address

NOREP

THE ARC OF PENNSYLVANIA

301 Chestnut Street, Suite 403
Harrisburg, PA 17101
800-692-7258
www.thearcpa.org

BUREAU OF SPECIAL EDUCATION'S CONSULTLINE, A PARENT HELPLINE

800-879-2301
Consultline personnel are available to parents and advocates of children with disabilities or children thought to be disabled to explain federal and state laws relating to special education; describe the options that are available to parents; inform the parents of procedural safeguards; identify other agencies and support services; and describe available remedies and how the parents can proceed.

DISABILITIES RIGHTS NETWORK

1414 North Cameron Street
Suite C
Harrisburg, PA 17103
800-692-7443 (Toll-Free Voice)
877-375-7139 (TDD)
717-236-8110 (Voice)
717-346-0293 (TDD)
717-236-0192 (Fax)
www.drnpa.org

HISPANOS UNIDOS PARA NIÑOS EXCEPCIONALES (PHILADELPHIA HUNE, INC.)

2215 North American Street
Philadelphia, PA 19133
215-425-6203
215-425-6204 (Fax)
huneinc@aol.com
www.huneinc.org

MISSION EMPOWER

1611 Peach Street, Suite 120
Erie, PA 16501
814-825-0788
advocate@missionempower.org
www.missionempower.org

RESOURCES

OFFICE FOR DISPUTE RESOLUTION

6340 Flank Drive
Harrisburg, PA 17112-2764
717-901-2145 (Phone)
800-222-3353 (Toll free in PA only)
TTY Users: PA Relay 711
717-657-5983 (Fax)
www.odr-pa.org
The Office for Dispute Resolution administers the mediation and due process systems statewide, and provides training and services regarding alternative dispute resolution methods.

PARENT EDUCATION AND ADVOCACY LEADERSHIP CENTER (PEAL)

1119 Penn Avenue, Suite 400
Pittsburgh, PA 15222
412-281-4404
866-950-1040 (Toll Free)
412-281-4409 (TTY)
412-281-4408 (Fax)
www.pealcenter.org

PUBLIC INTEREST LAW CENTER OF PHILADELPHIA

United Way Building
1709 Benjamin Franklin Parkway, Second Floor
Philadelphia, PA 19103
215-627-7100 (Phone)
215-627-3183 (Fax)
www.pilcop.org

PENNSYLVANIA BAR ASSOCIATION

100 South Street
Harrisburg, PA 17101
800-932-0311
www.pabar.org

THE PENNSYLVANIA TRAINING AND TECHNICAL ASSISTANCE NETWORK (PaTTAN)

Harrisburg 800-360-7282
King of Prussia 800-441-3215
Pittsburgh 800-446-5607
www.pattan.net

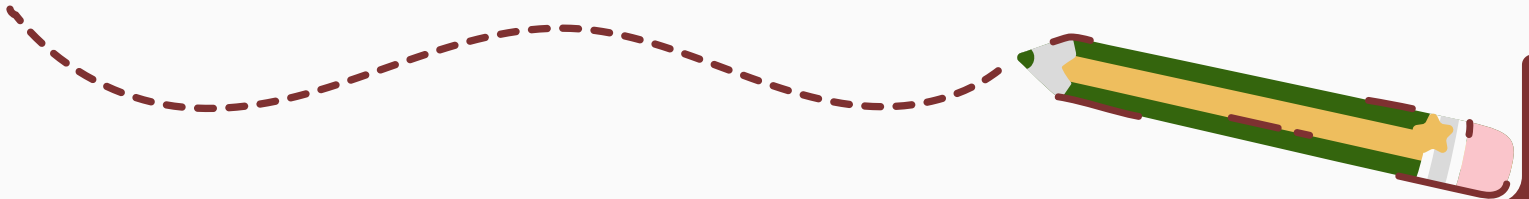
STATE TASK FORCE ON THE RIGHT TO EDUCATION

3190 William Pitt Way
Pittsburgh, PA 15238
1-800-446-5607 ext. 6828

Least Restrictive Environment

IDEA (Individuals With Disabilities Act) states that children who receive special education services should learn in the least restrictive environment. This means that they should spend as much time as possible with peers who do not receive special education.

Disability does not dictate type or level of special education supports. For example, a child with Autism is not automatically placed in Autistic Support. The IEP Team looks at the individual student to determine appropriate placement and services.



Least Restrictive Environment

To determine the least restrictive environment (LRE) for a student with a disability, an IEP team must consider the student's individual needs, starting with the general education classroom as the presumed placement, and then evaluate if necessary supports like accommodations, modifications, and supplementary aids can enable the student to succeed in that setting before exploring more restrictive options; this decision should be based on data, observations, and input from parents and educators, taking into account the student's academic, social, and behavioral needs, and ensuring they can participate meaningfully with non-disabled peers to the maximum extent possible.

Least Restrictive Environment

Key Factors

- Individualized Decision Based on Student Needs
- Student Participation with General Education Peers is Maximized
- Supplementary Aids and Services Enable Success

Amount of Support



Least Restrictive Environment (LRE) is based upon the amount of time spent in the general education environment with nondisabled students.

Itinerant

Special education supports and services are provided for less than 20% of the day.

Supplemental

Special education supports and services are provided for more than 20% of the day, but less than 80% of the school day.

Full-Time

Special Education supports and services are provided for 80% or more of the school day.



Types of Placement



Services will depend upon the **amount** and **type** of special instruction or support your child needs.



Students who receive most of their instruction in basic academic subjects outside of a general education setting will still have opportunities to participate in other activities in school with general education students.



Each IEP must include a description of the types of support the child needs. Your child may receive more than one type of support, and the type should not be based on the child's disability alone.



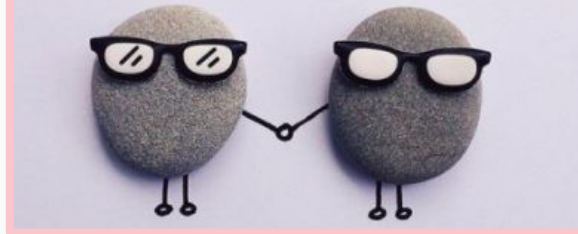


Learning Support will typically be the recommended placement for a student who needs additional supports to succeed in the general education classroom content.

Students who receive Learning Support typically have academic achievement that is below their ability and/or grade level.

Students may receive some or all instruction for one or more academic subjects (Reading, Writing and/or Math) in the special education setting.

Emotional Support



Emotional Support will typically be the recommended placement for a student whose learning is primarily impacted by his or her behaviors and/or emotional needs.

Students in Emotional Support may have varying academic levels-working below, on level, or above grade level.

Students in Emotional Support have behaviors that impede their learning, and have a Positive Behavior Support Plan (PBSP).

The common factor in this setting is the need for significant behavioral and/or emotional supports.



Life Skills Support will typically be the recommended placement for a student who requires direct instruction in skills of daily living and functional academics.

The common factor in this setting is the need for an alternate functional curriculum, repetition of skills, adapted living skills, additional instruction in communication, and the use of visuals and manipulatives during instruction.

Students in Life Skills may also have behaviors that impede their learning, and may have a Positive Behavior Support Plan (PBSP).



Autistic Support

Autistic Support will typically be recommended for students diagnosed with autism spectrum disorder who require intensive communication and/or behavioral intervention.

Students in the Autistic Support setting benefit from the use of Applied Behavioral Analysis (ABA), Augmentative Systems of Communication, Transdisciplinary Model and Natural Environment Teaching.

Shared Programming

Some children benefit from a combination of placements.

Some examples of shared programming:

- Life Skills Support and Learning Support
- Autistic Support and Life Skills Support
- Emotional Support and Learning Support

Other Programming

Vision Support - According to The Individuals with Disabilities Education Act 2004, children who have a measured visual acuity of 20/70 or worse in the better eye with correction or who have a visual field of 20 degrees or less are eligible for visual support. For children with a diagnosed visual impairment that adversely affects their education, the vision support program is dedicated to developing individual strategies and providing instruction in the visual compensatory skills necessary for them to access their educational program.

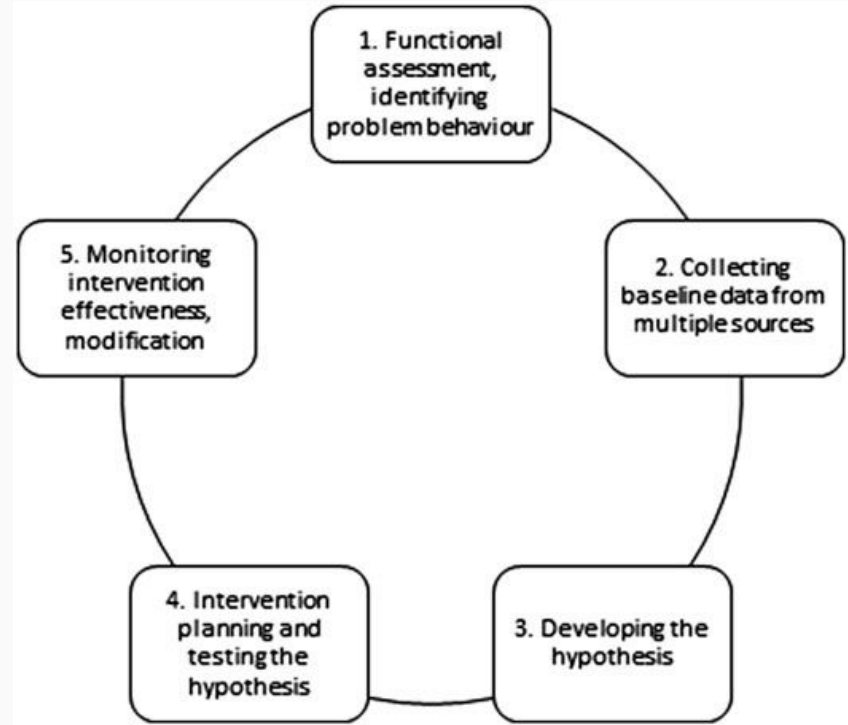
Hearing Support - According to IDEA 2004, Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that it adversely affects a child's educational performance. Hearing impairment means impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness.

Physical Support - The CIU20 Physical Support program provides students with orthopedic impairments the opportunity to participate in an educational program based on strategies offered by physical and occupational therapists to assist these students in mobility and adjustment to his/her individual condition. The physical therapists and physical therapy assistants work as an integral part of the education team and are able to function as a liaison between the medical and educational communities.

Multiple Disabilities Support - The CIU20 Multiple Disabilities program concentrates on the physical, communication and self-help skills of students with two or more disabilities, which severely impair their progress in a general education curriculum. Students in the Multiple Disabilities Support program often require extraordinary amounts of special education services, such as: low student-teacher ratio, speech therapy, occupational therapy, physical therapy, vision therapy, and/or hearing therapy.

Positive Behavior Support Plan

A positive behavior support plan outlines the supports and strategies to be implemented for reducing problem behavior and for teaching positive skills designed to replace the behavior.



Positive Behavior Support

POSITIVE BEHAVIOR SUPPORT PLAN

East Stroudsburg Area School District
50 Vine St, East Stroudsburg, PA 18301

POSITIVE BEHAVIOR SUPPORT PLAN

School Age

Student Name:

Date of Plan:

Team Members:

Position	Name	Signature
----------	------	-----------

Assessment Summary

Strengths of the student:

Antecedents to Behavior

Behavior of Concern

Consequence of Maintaining Behavior:

Perceived Function of Behavior of Concern:*

Hypothesis statement:

When (antecedents to the behavior of concern):

the student (behavior of concern):

in order to (perceived function of the behavior of concern):

Identify educational (skill) deficit(s) related to the behavior of concern: *(Academic skill deficits, communication and/or social skill deficits, sensory processing skill deficits)*

- ☐ Refer for further assessment: *(Check here and describe plan for assessment if skill deficits have not previously been assessed and identified)*

Describe:

POSITIVE BEHAVIOR SUPPORT PLAN

East Stroudsburg Area School District
50 Vine St, East Stroudsburg, PA 18301

Student Name:

- ☐ Educational deficits addressed in other areas of IEP: *(Check here if deficits have previously been assessed and identified and describe how they are being addressed in the IEP.)*

Describe:

V. GOALS AND OBJECTIVES: Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI. Short term learning outcomes are required for students who are gifted.

The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

MEASURABLE ANNUAL GOAL

Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)

Describe HOW

the student's progress toward meeting this goal will be measured

Describe WHEN

periodic reports on progress will be provided to parents

Goal SDI

Modifications and SDI

Location:

Frequency:

Projected Start Date:

Anticipated Duration:

SHORT TERM OBJECTIVES: Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (i.e., PASA).

Short term objective/Benchmark

VI. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION FOR THE POSITIVE BEHAVIOR SUPPORT PLAN:

A Antecedent (prevention) Strategies:

Outline strategies to assist in preventing the behavior of concern from occurring and to increase the occurrence of the replacement behavior. This may include a description of environmental adjustments, or adjustments to type of content or instruction presented to the student.

POSITIVE BEHAVIOR SUPPORT PLAN

Student Name:

East Stroudsburg Area School District
50 Vine St, East Stroudsburg, PA 18301**B Replacement Behavior:**

Identify the behavior that will be taught to the student as a replacement to the behavior of concern. The replacement behavior should efficiently achieve the same function as the behavior of concern. Include the plan for instruction including prompts, and systematic adjustment of behavior requirements over time (based on data).

C Consequences (reinforcement) for when the student performs the replacement behavior:

Describe specific procedures for providing reinforcement when the student performs the replacement behavior, so that the replacement behavior will be effective and efficient for the student in achieving the same function. Reinforcement should increase the likelihood that the student will continue or increase the replacement behavior. Also, include a plan for systematically thinning the reinforcement schedule over time (based on data).

C Consequences (including procedures to follow) when the student performs the behavior of concern:

Describe specific procedures to follow when the student performs the behavior of concern. Procedures should ensure that the behavior of concern will no longer be effective and efficient in achieving the function, thus weakening the behavior of concern. Include the order of progression of specific procedures to follow, and crisis plan, if appropriate.

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES /**PROGRAM MODIFICATIONS:** Include, as appropriate, for nonacademic and extracurricular services and activities.**A. PROGRAM MODIFICATIONS AND SPECIALLY-DESIGNED INSTRUCTION (SDI)**

- SDI may be listed with each goal or as part of the table below
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

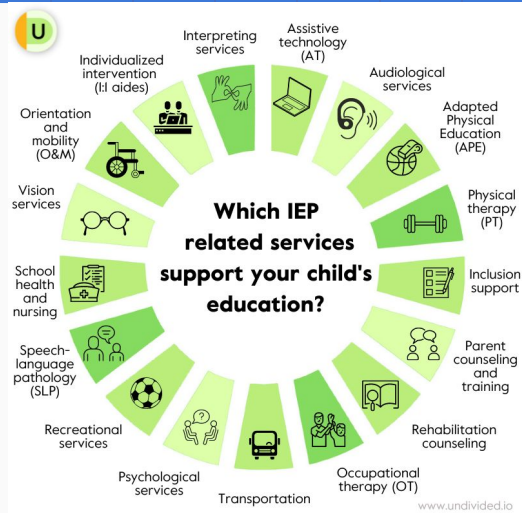
Modifications and SDI**Location:****Frequency:****Projected Start Date:****Anticipated Duration:****B. RELATED SERVICES:** List the services that the student needs in order to benefit from his/her special education program.**Location:****Frequency:****Projected Start Date:****Anticipated Duration:****Service**

C. SUPPORTS FOR SCHOOL PERSONNEL: List the staff to receive the supports and the supports needed to implement the student's IEP.

POSITIVE BEHAVIOR SUPPORT PLAN

Student Name:

East Stroudsburg Area School District
50 Vine St, East Stroudsburg, PA 18301**Support:****Location:****Frequency:****Projected Start Date:****Anticipated Duration:****School Personnel to Receive Support**



Related Services

Once the student is determined to be eligible, the IEP team identifies the student's need for related services that help the student benefit from special education.

These services are defined in the student's IEP. Goals are written for each related service identified in the IEP.

The IEP must include information related to when, where, and how often services will be provided to the student. Related services are provided to students at no cost to them or their families. Local educational agencies (LEAs) are responsible for the funding of related services.

Related Services

Speech and language support services are provided for students who exhibit communication disorders in the area of articulation, language, fluency and/or voice. Evaluations are conducted for any student whose communication disorder appears to be impacting his/her progress within the general education curriculum.

Occupational Therapy focuses on the performance of fine motor skills more closely related to the activities of daily living

Physical Therapy focuses on developing and supporting skills related to mobility, gait, and balance. A prescription from your child's doctor is required to begin an evaluation and therapy services.

Related Services

Transportation a district is required to provide specialized transportation to students with disabilities when needed so that they can benefit from their education program and have equal access to education. These supports may include a monitor, pickup and dropoff closer to your home, specialized seatbelts, or alternative means of transportation.

Nursing Services include the assessment of student health care needs, development of appropriate plans of care, medication administration

Related Services

Vision support-Students with visual impairments are those students who are blind or have low vision. The regulatory definition of visual impairment is "... an impairment in vision that, even with correction, adversely affects a child's educational performance." This ranges from students who are totally blind or with minimal light perception, to students with functional vision, although less than the norm.

Audiological services - Hearing support services are provided for students whose hearing loss is such that it impacts their progress within the general education curriculum. This may include diagnostic services, consultation, prescriptions for state of the art amplification devices (i.e., hearing aids, FM systems, sound field systems, etc.) and general consultation

Related Services

Adapted Physical Education is an individualized physical education program developed to meet the needs of students in one or more of the following areas: Physical and motor fitness, Fundamental motor patterns and skills, Individual, lifetime, and team sports skills. An adapted physical education program makes modifications to general physical education activities for safe and successful participation by the student with a disability.

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term AT device may refer to complex devices or software, as well as simple “low-tech” devices and solutions that may be available to many learners

Related Services

Psychological services

- School psychologists provide consultation on learning and behavioral needs.
- Guidance provide short term counseling during a crisis situation (a death, divorce, ...)
- SAP The student assistance program provides appropriate counseling and support services for students who are at risk for potentially harmful behaviors. The program is designed to assist school personnel to identify issues, including alcohol, drugs, mental health, abuse and others, that pose a barrier to a student's learning and school success. The student assistance program assists the parent/guardian and the student with information so they may access services within the community.

Specially Designed Instruction

Strategies/Resources



Specially Designed Instruction (SDI) is instruction that is tailored to a particular student:

- addresses their Individualized Education Program (IEP) goals
- accounts for their disability
- provides modifications or adaptations to content
- encourages access to the general education curriculum

Specially Designed Instruction can fall into 4 categories of support

Collaborative - Adults working together to support students. For example, scheduled opportunities for parental collaboration or sharing of information (homework book, behavior journal) or guided support for team members in the use of assistive technology.

Instructional - Development and delivery of instruction that addresses diverse learning needs. Example modified curricular goals, alternative ways for the student to demonstrate learning.

Physical - Adaptations and modifications to the physical environment. For example, furniture arrangement, alternative seating, or adaptive equipment.

Social-Behavioral - Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior. For example, social skills instruction or counseling supports.

THANKS

! Next RISE meeting
is Technology
Date to be
determined



Resources