

Profile and Plan Essentials

LEA Name		AUN
Antietam SD		114060503
Address 1		
100 Antietam Rd Stony Ck Mills		
Address 2		
City	State	Zip
Reading	PA	19606
Director of Special Education Name		
Becky Kohr		
Director of Special Education Email		
bkohr@antietamsd.org		
Director of Special Education Phone Number		Director of Special Education Ext
610-370-2898		1230
Chief Administrator Name		
Dr Heidi A Rochlin		
Chief Administrator Email		
hrochlin@antietamsd.org		

Special Education Students

Total Number of Students Receiving Special Education 302

School District Total Student Enrollment 1099

Percent of Students Receiving Special Education 27.5

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Improvement and Planning Activity
Obtain parent input regarding trainings and provide opportunities for training and information sharing to address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Unity House	Group Home		District	3

1. Describe the host’s educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

Under Section 1306 of the Pennsylvania School Code, the Antietam School District is considered a host school district, the school district where the student’s institution is physically located. The Antietam School District is required to allow a nonresident student in a children's institution to attend the public schools in the district until the student receives a diploma or completes the school term in which they turn 21. Children's institutions include, among other residential settings, residential treatment facilities, licensed shelters, group homes, drug and alcohol treatment centers, and detention homes (22 PA Code Section 11.18). The Antietam School District follows the established policies and procedures as set forth in Purdon's Statute 24 P.S. Section 13-1308 in order adhere to the residency requirements for meeting the needs of students who are considered 1306 students. As a host school district, our obligations are met by providing students who reside in institutions and therapeutic foster care, and who are eligible for special education services with an appropriate individualized educational program that is consistent with federal regulations and Chapter 14 Pennsylvania regulations and standards. The District ensures that a 1306 student identified with a disability receives a free and appropriate public education in the least restrictive environment by participating in IEP team meetings in order to make decisions with regard to programming, the development of IEP goals and objectives, behavioral interventions, and educational placement. The Antietam School District works collaboratively with the resident school district in order to develop each student's educational programming and placement. The host's educational oversight consists of attending all BID (Best Interest Determination) meetings with members of 1306, previous LEA and CYS (if applicable). The BID meeting is the initial meeting to review the student's file and determine where the student should be educated in the Least Restrictive Environment.

2. Describe the district’s procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

A representative from Unity House, the 1306 facility in the Antietam School District, contacts the Director of Pupil Services and the Superintendent's Administrative Assistant when anticipating a new student moving into the 1306. A representative from the 1306 also contacts previous school district, previous 1306 (if applicable) and any other agency involved in the student's education. A Best Interest Determination (BID) meeting is scheduled with the aforementioned parties to collectively determine what educational placement is in the best interest of the student. After an education placement decision is made to enroll the student in the Antietam School District, the sending school district will contact and register the student. The District has a central registration procedure in place that assists with processing the required paperwork for 1306 students. The district works collaboratively with agencies and school districts in order to secure the necessary documentation so that all 1306 students residing within the Antietam School District are ensured the same opportunity for FAPE and LRE as resident students. The District ensures that a 1306 student identified with a disability receives a free and appropriate public education (FAPE) in the least restrictive environment (LRE) by participating in IEP team meetings in order to make decisions with regard to programming, the development of IEP goals and objectives, behavioral interventions, and educational placement. The Antietam School District works collaboratively with the resident school district in order to develop each student's educational programming and placement.

Incarcerated Students Oversight

1. **Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

1. **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).**

At this time, the Antietam School District does not have an adult correctional facility that houses juveniles within its geographic boundaries. The annual public notice is printed yearly in the Reading Eagle (Berks County's local newspaper), posted on the district website, and included as an insert in the district newsletter. In addition, the Berks County Intermediate Unit (BCIU) and Twin Valley School District, the host district to Abraxus Academy (a Youth Detention facility), disseminate pamphlets and brochures identifying special education services within this facility as well as the Berks County Prison. If a student were to enroll and be in an identified detention/incarcerated facility, the Antietam School District would make every attempt to work with the LEA and facility to provide the special education services necessary for the student as outlined in his/her most recent IEP and Evaluation Report.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The students with disabilities served inside the regular education classroom 80% or more in the day is 57.62%. The State average is 61.71%. The students with disabilities served inside the regular education classroom no more than 79% and no less than 40% of the day is 31.23%. The State average is 23.86%. The students with disabilities served inside the regular education classroom less than 40% of the day is 3.35%. The State average is 9.66%. Students with disabilities educated in a public separate facility (centers, segregated settings) is 0%. The State average is 1.46%. Students with disabilities educated in a private separate facility (private day schools) is 7.81%. The State average is 2.88%. The LEA will submit an improvement plan to address meeting the SPP target for students with disabilities served inside the regular classroom less than 40% of the day and students with disabilities served in other locations.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The Antietam School District utilizes universal practices that prioritize the learning and wellness of all students through engagement, expression and multiple means of representation. In order to promote engagement, the students understand why they are learning. The learning goal is clearly stated and relevant to students. The students are engaged in learning based on interests and background knowledge. Students all learn differently, therefore, they are also able to express what they know differently. Multiple means of representation refers to presenting information in multiple ways. Teachers use this principle when they find more than one way to explain a concept or provide information.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The district's utilizes the following academic programming and training efforts to ensure meaningful participation of students with disabilities in the general education curriculum: accommodations and modification, interventions and differentiated instruction. Accommodations are changes made to the student's learning environment in order to provide access to the curriculum based on individual needs. Modifications are changes in what is being taught to or expected from the student. Interventions are strategies used to teach a new skill, build fluency in a skill, or encourage a student to apply an existing skill to new situations or settings. Differentiated instruction is the process of tailoring lessons to meet each student's individual interests, needs, and strengths. Teaching this way gives students choice and flexibility in how they learn, and helps teachers personalize learning.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

The purpose of providing supplementary aids and services is to support students with disabilities as active participants with non-disabled peers, as well as to enable their access to the general curriculum. Supplementary aids and services include modification to the

general curriculum and access for a child with a disability to remain in the regular education classroom with age-appropriate peers despite the need for modification of the general curriculum. The district utilizes the following types of supplemental aids and services: collaborative, instructional, physical and social-behavioral. Collaborative supplemental aids and services are utilized by adults working together to support students. Instructional supplemental aids and services are utilized through the development and delivery of instruction that addresses diverse learning needs. Physical supplemental aids and services include adaptations and modifications to the physical environment. Social-Behavioral Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior. Examples of social-behavioral supports and services are social skills instruction, peer supports, individualized behavior support plans and modification of rules and expectations. An example would be a paraprofessional for a student in the marching band, a peer support for a club and/or play, a behaviorist technician for a sport. All IEP teams consider the necessary supplemental aids and services, so that students can meaningfully participate in extracurricular activities. Antietam School District provides these supplemental aids and services for students.

5. **Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**

The District strives to ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children. Students with disabilities are awarded the same the opportunity to participate in extracurricular activities as their non-disabled peers.

6. **Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)**

The district has need to build capacity and expand programs in an effort to provide a continuum of services in the area of life skills support across grades K-6. Through the creation of this program, students would receive high-quality, research-based instruction in the areas of academic, functional or vocational skills necessary for independent living.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
John Paul II Center	Licensed Private Academic		John Paul II Center	Life Skills Support	2
New Story School - Perkiomen	Licensed Private Academic		New Story School	Emotional Support	3
John Paul II Center	Licensed Private Academic		John Paul II Center	Autistic Support	1
Child and Career Development Center	Approved Private School (APS)		Chester County Intermediate Unit	Life Skills Support	2
KidsPeace	Licensed Private Academic		KidsPeace	Emotional Support	2
New Story School - New Holland	Licensed Private Academic		New Story School	Autistic Support	1
River Rock Academy - Amity	Licensed Private Academic		River Rock Academy	Emotional Support	2
River Rock Academy - Sinking Springs	Licensed Private Academic		River Rock Academy	Emotional Support	1
Chester County Learning Center - Career Academy	Licensed Private Academic		Chester County Intermediate Unit	Emotional Support	1
Chester County Learning Center - Career Academy	Licensed Private Academic		Chester County Intermediate Unit	Learning Support	1
Chester County Learning Center - Options Program	Licensed Private Academic		Chester County Intermediate Unit	Emotional Support	4
Child and Career Development Center	Licensed Private Academic		Chester County Intermediate Unit	Autistic Support	1
Cottage Seven Academy	Licensed Private Academic		Cottage Seven Academy	Emotional Support	1
Hogan Learning Academy	Licensed Private Academic		Hogan Learning Academy	Autistic Support	1
The Janus School	Licensed Private Academic		The Janus School	Autistic Support	1
New Story School - Wyomissing	Licensed Private Academic		New Story School	Autistic Support	3

Opportunities School	Licensed Private Academic		Elwyn	Emotional Support	2
The Pathway School	Approved Private School (APS)		The Pathway School	Learning Support	1
Weiser Decisions	Licensed Private Academic		Conrad Weiser School District	Emotional Support	1
Whitfield Elementary School	Other	Public School District	Wilson School District	Blind and Visually Impaired Support	1

Positive Behavior Support

Date of Approval

2004-12-20

Uploaded Files

Behavior Board Policy.pdf

1. **How does the district support the emotional, social needs of students with disabilities?**

The Antietam School District believes that all students are entitled to safe and caring learning environment. The elementary and primary levels utilize a tiered school-wide system of behavioral support (SWEBS). Interventions such as Check-In/Check-Out, behavior contracts, social groups, school counselor provided services, and daily progress reports are routinely utilized for students grades K-12. There are two emotional support programs located at Mount Penn Elementary Center and Antietam Middle Senior High School. Students in these programs often require a more intensive level of intervention through an individualized positive behavior support plan. All plans are based on the results of a functional behavioral assessment. Components of these plans include: (a) Antecedent (prevention) strategies, (b) Replacement behavior, (C1) Consequences (reinforcement) for when the student performs the replacement behavior, and (C2) Consequences (including procedures to follow) when the student performs the behavior of concern. Both emotional support programs have an intensive focus on teaching students prosocial skills, self-regulation, and social problem solving. The district employs the Safety-Care curriculum which is designed to provide a set of skills and strategies that allow staff in a variety of settings to safely and humanely provide support to individuals who may sometimes exhibit disruptive or dangerous behavior. The Director of Student Services and Dean of Students at Mt. Penn Elementary Center are certified Safety-Care trainers who have trained crisis teams in all buildings, Mt. Penn Primary Center, Mt. Penn Elementary Center, and Antietam Middle/Senior High School. Team members are recertified annually. Quarterly meetings facilitated by the trainers are held at the buildings to review techniques and reflect upon crisis situations. The prevention and de-escalation interventions in Safety-Care are drawn from the field of Applied Behavior Analysis (ABA). In addition to teaching concepts and skills related to prevention and de-escalation of behavioral incidents, Safety-Care also provides staff with physical techniques for responding safely to dangerous behavior. Physical management procedures are used only when necessary for safety, and only with the utmost care for the safety and wellbeing of the agitated person and everyone else. Per the Safety-Care guidelines, the following conditions must be met in order to consider use of physical management: 1) There must be imminent risk of serious harm to the agitated person or someone else; 2) There must be no practical way to prevent that harm

without physical management; and 3) The risk of not intervening must be greater than the risk of intervening. When a restraint is used, a meeting of the IEP team is held within ten school days of the inappropriate behavior causing the use of the restraint, unless the parent agrees in writing to waive the meeting. After a restraint, the parent/guardian will be contacted by telephone and/or email, followed up with an Incident Notice letter. The Antietam School District employs positive behavior support as the primary method of addressing problem behavior; however, if at any time a restraint is used on an Individual with Disabilities Education Act (IDEA) eligible child, the incident is reported to the Pennsylvania Department of Education. The Restraint Information System of Collection (RISC) website is used to maintain and report data on the use of restraints in the Antietam School District. Antietam also employs the use of a restraint incident report data sheet to report the use of a restraint. Antietam School District School Board Policy Number 236 further defines the district procedures concerning the use of restraints. Policy 236 also mandates procedures when the nature and severity of an incident results in a referral to law enforcement. In accordance with §14.133(h) subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan shall be required. The district also participates in the Pennsylvania Student Assistance Program (SAP), a systematic team process used to mobilize school resources to remove barriers to learning. Professionally trained SAP teams are active at MPEC and Antietam MSHS. SAP team members may refer students to a liaison who can screen students or assess for community based services or support. The district has also partnered with CONCERN counselors during the 2017-2018 school year. Counselors are also housed at the elementary and secondary levels providing students school based outpatient services funded through MA or private insurance.

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.

Safety-Care is a crisis management training. It provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety-Care delivers the tools needed to safely work with behaviorally challenging individuals using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS). These strategies are appropriate for individuals experiencing developmental, neurologic, psychiatric, and other impairments, as well as individuals who have experienced psychological or sexual trauma. Safety-Care promotes a reinforcement-based approach to developing new skills, maintaining safety, and reducing or eliminating restrictive interventions such as restraint. Trainings with BCBA from BCIU. A Board Certified Behavior Analyst (BCBA) is a person with a certification in applied behavior analysis. BCBA's receive this certification through the Behavior Analyst Certification Board. Applied behavioral analysis (ABA) uses scientific and systematic processes to help influence an individual's behavior. Behavior analysts can work in schools, classrooms, hospitals, clinics, and nonprofits; many analysts specialize in certain areas like autism, developmental disabilities, or mental health issues. SEL training with Thom Stecher. Thom Stecher and Associates is a network of educators dedicated to discovering, nurturing and enhancing the diverse talents of all learners. The trainings focus on the qualities that build a successful school community:

behaviorally, socially, emotionally and academically. The goal is to empower students to make informed, motivated and responsible decisions; Support educators in the pursuit of their passion.

3. Describe the district positive school wide support programs.

SWEBS (SCHOOL-WIDE EFFECTIVE BEHAVIOR SUPPORT) The Mount Penn Primary/Elementary Center staff uses a positive behavioral system called School Wide Effective Behavior Support (SWEBS). This system provides many opportunities for students to be rewarded for displaying positive behaviors. The goal of SWEBS is to provide an opportunity for all students to achieve academic and behavioral success. MPEC School Theme: PRIDE ? Prepare yourself for learning ? Remain calm and quiet when moving from place to place ? Individuals keep hands, feet & objects to self ? Directions will be followed the first time ? Encourage kindness in words and actions MPPC School Theme: Be Your B.E.S.T. ? Be kind ? Everyone keeps hands, feet and objects to self ? Stop, look and listen to the speaker ? Talk, walk and work quietly SWEBS is based on a team approach with all staff in the building sharing an active role. Positive Behavior Support is an evidence based approach that has shown great success with improving behavior. Below are some suggestions of things you can do to help support SWEBS at home: ? Become familiar with our school rules and review them with your child often ? Ask your child about his/her day and specifically ask about events where the student earned tickets ? Celebrate your child's successes ? Always encourage your child to do his/her best every day ? Make a connection between rules at home and rules at school

DISCIPLINE CODE - LEVEL 1 The following misbehaviors, which are infractions of the school rules, require immediate intervention by the respective staff member who observes the misbehavior. Misbehaviors include but are not limited to: ? Not following established dress code as per student handbook ? Cheating, lying, and theft ? Gum chewing ? Bullying/Cyber Bullying affecting students and/or the school environment ? Horseplay and scuffling ? Loud noise ? Defacing school property (corrected by student) ? Running in school ? Throwing objects ? Violation of classroom procedures, established by the teacher ? Harassment of fellow student(s)/staff: (defined as disturbing, annoying, bullying, tormenting of others repeatedly) ? Use of obscene language or gestures ? Inappropriate behavior in restrooms, hallways, cafeteria, or playground ? Violation of Transportation Policy ? Inappropriate manners, gestures ? Inappropriate items brought to school ? Other misbehavior applicable to school rules

Disciplinary Options/Responses Level 1 ? Documented warning ? Loss of recess or special privileges ? Parent and/or counselor and/or principal notification ? Meal in restricted area ? Supervised detention ? RTI/ESAP request for assistance and/or notification ? Clean, repair, or replace damage, as needed ? Confiscate non-instructional items, as needed

Procedures to be followed: 1. Principal notified and meets with student and/or staff member to decide appropriate response. 2. Staff member/teacher notified of principal's response/action. 3. Parent notified by teacher and/or principal of the misbehavior and possible disciplinary action. 4. Documentation using Discipline Form.

DISCIPLINE CODE - LEVEL II The following misbehaviors, which are infractions of the school rules, require immediate intervention by the respective staff member who observes the misbehavior. Misbehaviors include but are not limited to: ? Repeated violations of misbehaviors of Level I ? Flagrant disrespect of school personnel in word/gesture ? Falsification of records/excuses ? Misbehavior at a school sponsored activity ? Possession of obscene materials ?

Dissemination/sales of unauthorized materials ? Fighting ? Violation of Transportation Policy ? Possession of inappropriate materials ? Other misbehavior applicable to school rules ? Vandalism Disciplinary Options/Responses Level II ? Reprimand from principal ? Remove from extra-curricular activities ? Parent conference ? In or out of school suspensions ? Student required to replace, repair damage, or make restitution ? Referral to an outside agency ? Temporary removal from the situation ? Guidance referral ? RTI /ESAP referral ? Confiscation of inappropriate objects (possible notification of authorities) Procedures to be followed: 1. Principal notified and meets with student and/or staff member to decide appropriate response. 2. Staff member/teacher notified of principal's response/action. 3. Parent notified by teacher and/or principal of the misbehavior and possible disciplinary action. 4. Documentation using Discipline Form. DISCIPLINE CODE - LEVEL III The following misbehaviors, which are infractions of the school rules, require immediate intervention by the respective staff member who observes the misbehavior. Misbehaviors include but are not limited to: ? Repeated violations of misbehaviors listed in level I or level II ? Assault on students and/or staff ? Possession, transfer, and use of weapons or explosive devices ? Arson or bomb threat ? Possession, use, or distribution of alcohol, tobacco, or drugs and related paraphernalia ? Indecent exposure or lewd behavior ? Unauthorized pulling of fire alarms ? Violation of Transportation Policy ? Other misbehaviors applicable to school rules Disciplinary Options/Responses Level III ? Parent Conference ? In or out of school suspension ? Restitution of damage, repairs, or theft ? Superintendent notified ? Hearing held at Superintendent's level ? Referral to outside agency ? Charges filed with the District Magistrate and the police notified. Procedures to be followed: 1. Principal notified and meets with student and/or staff member to decide appropriate response. 2. Staff member/teacher notified of principal's response/action. 3. Parent notified by teacher and/or principal of the misbehavior and possible disciplinary action. 4. Administrator contacts law enforcement official(s).

4. Describe the district school-based behavior health services.

The Student Assistance Program (SAP) - Grades K-12 The Student Assistance Program (SAP) is a program that identifies and assists students who experience barriers to learning. It was established to remove these barriers, by helping parents and school personnel access support for students in the school and in the community. The SAP Team is comprised of trained members of the staff and a contracted independent liaison. Referrals for students can be made for any issue where there is a concern for a student's well-being and/or potential for obstacles to learning. These issues include, but are not limited to: substance abuse, mental health, grief, self-harm, victimization, bullying, or other "high-risk" behaviors. The team works confidentially with students, parents, and community resources to determine appropriate courses of action to best assist our students. The behaviors listed below are just some of the struggles a student could exhibit: ? Withdrawing from family, friends and/or school ? Changing friends or no longer spending time with old friends ? Unexplained physical injuries (bruises, scratches, cuts, etc.) ? Talking about suicide ? Severe sadness and/or sudden mood swings ? Defying authority, both at home and at school ? Acting aggressively ? Lying ? Frequently asking for or seeking money without an explanation ? Sudden drop in grades ? Suspected use of drugs and/or alcohol ? Change in eating and/or sleeping habits STEPS of the

SAP Process Include: ? Referral: Individuals who know of students experiencing barriers to education can refer them to SAP. Parents, guardians, teachers, or classmates may refer students. The students may also refer themselves. ? Family Involvement: Families are directly involved once the student has been referred. Parent/Guardian must give permission for the SAP process to continue. The SAP Team and parents/guardians work cooperatively to meet the needs of their child. ? Intervention: Our aim is to address any issues that may disrupt a student's learning. A wide-range of supports including school and community resources are available to help your child. ? Support and Follow-up: The SAP Team strives to offer continued contact and support to aid students and parents/guardians. The Laurel Life Transition Classroom - Grades 7-12 Program Description- The Transition Classroom is a specialized, integrated educational and counseling service designed to treat behavioral and emotional issues affecting academic progress. The structure and interventions in the Transition Classroom are rooted in principles of trauma-informed care and brain science. Program goals are to stop inappropriate behavior, assist students to learn different coping strategies, and show new positive behaviors. Specialized interventions utilize an evidence-based treatment framework to build resiliency and help students overcome trauma so they may return to the regular classroom setting. - Rationale for Transition Classrooms- It was developed as a proactive, cost-effective replacement for off-site programs. The Transition Classroom accommodates specific social, emotional, and academic needs of individual students. The on-site Transition Classroom provides effective interventions with more students, in less restrictive settings, and at a lower cost per student. A strong focus on parental engagement and proactive interventions, coupled with brain science, results in positive educational experiences for students with behavioral and academic challenges. Evidence Based Treatment Model - The Laurel Life Transition Classroom utilizes the Attachment, Regulation, and Competency Treatment Framework. ARC is a framework for intervention with students and families who have experienced multiple and/or prolonged traumatic stress. ARC identifies three core domains that are frequently impacted among traumatized youth, and which are relevant to future resiliency. ARC provides a flexible, theoretical framework for child- and family-serving systems, core principles of intervention, and a guiding structure that is applied to the education setting.

5. **Describe the district restraint procedure.**

School Board Policy 113.2 defines restraints as an application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following: ?Briefly holding a student, without force, to calm or comfort him/her. ?Guiding a student to an appropriate activity. ?Holding a student's hand to escort him/her safely from one area to another. ?Hand-over-hand assistance with feeding or task completion. ?Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP. ?Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. Each building has created a Crisis Team. The team consists of the building Principal, Secretary, Nurse, Special Education teacher(s), Paraprofessional(s) and a General Education

teacher. All members of the Crisis Team are trained annually in Safety Care Crisis Prevention Training. The training provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety-Care delivers the tools needed to be safe when working with behaviorally challenging individuals using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS). These strategies are appropriate for individuals experiencing developmental, neurologic, psychiatric, and other impairments, as well as individuals who have experienced psychological or sexual trauma. Safety-Care promotes a reinforcement-based approach to developing new skills, maintaining safety, and reducing or eliminating restrictive interventions such as restraint. Only members of the Crisis Team are authorized to perform restraints on student. If a restraint is performed on a student receiving special education services, the following actions will take place: ? Student will be taken to nurse immediately upon de-escalation and be checked for any marks or bruises ? Staff members involved in the restraint and Building Administration will schedule a Debrief Meeting within 3 days of restraint ? An IEP team meeting will be held within 10 days of the restraint to discuss details of the restraint, revise the IEP to include additional behavioral strategies, intervention strategies, add restraints to Specially Designed Instruction ? The restraint will be included in the district's quarterly RISC report to PDE

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The Antietam School District currently does not have any students placed on Instruction Conducted in the Home. If a student were placed on Instruction in the Home or a student was at a substantial risk of waiting more than 30 days for an appropriate educational placement, the student would be enrolled in the Antietam Virtual Academy. The Antietam Virtual Academy is an opportunity for students to receive an online educational experience. Students who enroll in the Antietam Virtual Academy will have the ability to access an extensive course selection in addition to accessing all of the services the Antietam School District has to offer. Antietam Virtual Academy will be utilized for long waiting period for appropriate educational placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11	Multiple	Part-time (0.5)	07/27/2023 02:17 PM

Building Name		
Mt Penn El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.09

Building Name		
Antietam MS/HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Multiple	13 to 15
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Mt Penn El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.17

Building Name		
Mt Penn El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %

	0.16
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Building Name		
Mt Penn El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Mt Penn El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12

Age Range Justification	FTE %
	0.08

Building Name		
Mt Penn El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Mt Penn El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Mt Penn El Sch		

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.07

Building Name		
Mt Penn El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name

Mt Penn Primary Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.05

Building Name		
Mt Penn Primary Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.02

Building Name		
Mt Penn Primary Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Antietam MS/HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.08

Building Name		
Antietam MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.12

Building Name		
Antietam MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Antietam MS/HS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.24

Building Name		
Antietam MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Mt Penn Primary Ctr		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Mt Penn El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.17

Building Name		
Mt Penn El Sch		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Mt Penn El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.28

Building Name		
Mt Penn El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Mt Penn Primary Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.38

Building Name		
Mt Penn Primary Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name	
Antietam MS/HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	11
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.22

Building Name	
Antietam MS/HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.55

Building Name		
Antietam MS/HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Mt Penn Primary Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.25

Building Name		
Mt Penn Primary Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.18

Building Name		
Mt Penn Primary Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 5
Age Range Justification		FTE %
		0.02

Building Name		
Mt Penn Primary Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 5
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Antietam MS/HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %

	0.08
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Building Name		
Antietam MS/HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.2

Building Name		
Antietam MS/HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.2

Building Name		
Antietam MS/HS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.06

Building Name		
Antietam MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Mt Penn El Sch		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.17

Building Name		
Mt Penn El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Mt Penn El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.15

Building Name		
Mt Penn El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Antietam MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.34

Building Name		
Antietam MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Mt Penn Primary Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.17

Building Name		
Mt Penn Primary Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.18

Building Name		
Mt Penn Primary Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Mt Penn El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.22

Building Name		
Mt Penn El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %

	0.2
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Antietam MS/HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.08

Building Name		
Antietam MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17

Age Range Justification	FTE %
	0.02

Building Name		
Antietam MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.05

Building Name		
Antietam MS/HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.25

Building Name
Antietam MS/HS

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Antietam MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.12

Building Name

Antietam MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.8

Special Education Facilities

Building Name		Room #
Mt Penn Primary Ctr		111
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 22 feet, 2 inches	620sqft	22
Implementation Date		
2022-05-06		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Mt Penn El Sch		002
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 8 inches x 32 feet, 4 inches	959sqft	34
Implementation Date		

2022-08-25
Uploaded Files

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Mt Penn El Sch		005
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 6 inches x 27 feet, 9 inches	735sqft	26
Implementation Date		
2022-08-25		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Mt Penn Primary Ctr		204
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
44 feet, 9 inches x 22 feet, 11 inches	1025sqft	36
Implementation Date		
2022-08-25		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Mt Penn El Sch		001
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 6 inches x 29 feet, 9 inches	907sqft	32
Implementation Date		
2022-08-25		
Uploaded Files		

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Antietam MS/HS		201
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 26 feet, 0 inches	884sqft	31
Implementation Date		
2022-08-25		
Uploaded Files		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Mt Penn El Sch		205
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 2 inches x 33 feet, 5 inches	941sqft	33
Implementation Date		
2022-08-25		
Uploaded Files		

7 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Antietam MS/HS		109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 22 feet, 0 inches	704sqft	25
Implementation Date		
2022-08-25		
Uploaded Files		

8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Antietam MS/HS		205
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 19 feet, 0 inches	665sqft	23
Implementation Date		
2022-08-25		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Antietam MS/HS		118
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
Implementation Date		
2022-08-25		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Antietam MS/HS		207
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 19 feet, 0 inches	665sqft	23
Implementation Date		
2022-08-25		
Uploaded Files		

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Mt Penn El Sch		108
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 8 inches x 25 feet, 3 inches	951sqft	33
Implementation Date		
2022-08-25		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Antietam MS/HS		211
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 23 feet, 0 inches	736sqft	26
Implementation Date		
2022-08-25		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Mt Penn Primary Ctr		203
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 10 inches x 21 feet, 1 inches	734sqft	26
Implementation Date		
2022-08-25		
Uploaded Files		

14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Antietam MS/HS		203
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 21 feet, 0 inches	735sqft	26
Implementation Date		
2022-08-25		
Uploaded Files		

15 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Mt Penn Primary Ctr		109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 6 inches x 22 feet, 2 inches	875sqft	31
Implementation Date		
2022-05-06		
Uploaded Files		

16 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Special Education Support Services

17Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1.0	District Wide	District
Other	1.0	District Wide	District
Physical Therapist	0.25	District Wide	Contractor
Occupational Therapist	1.0	District Wide	Contractor
School Psychologist	1.5	District Wide	District
Guidance Counselor	2.0	Elementary	District
Guidance Counselor	2.0	Secondary	District
Paraprofessionals	5.0	Elementary	District
Paraprofessionals	13.0	Elementary	Contractor
Paraprofessionals	2.0	Secondary	District
Paraprofessionals	2.0	Secondary	Contractor
Behavior Specialist	1.0	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Professional development sessions will provide intensive training and analogue guided practice in teaching skills for applied behavior analytic interventions incorporating an analysis of verbal behavior. Research based practices and protocols established within the PaTTAN Autism Initiative ABA Supports will be taught. The focus will be on skills related to teaching students with autism and related developmental disorders. Training will involve participants demonstrating skills related to identifying the verbal operants and other ABA concepts, developing card sort systems for teaching, demonstrating procedures for intensive teaching (discrete trial instruction) and basic data collection skills. Establishing instructional control and reducing problem behavior will also be discussed. Participants will be required to demonstrate acquisition of conceptual skills through brief oral assessments, participate in active responding and competency check skill demonstration of various teaching protocols. Year 1- Bootcamp (for new staff) plus quarterly PATTAN consultation visits, pre and post site reviews. Year 3- Bootcamp (for new staff) plus quarterly PATTAN consultation visits, pre and post site reviews			
Lead Person/Position		Year of Training	
Director of Pupil Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	15	District	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Safety-Care Training: This professional development session will provide a multidisciplinary team of professionals, including all district crisis team members, the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Using the newest and most effective techniques from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports, this Safety-Care program will provide staff with strategies for not only preventing and managing behavioral challenges, but also to effectively teach replacement behaviors appropriate for individuals experiencing			

developmental, neurologic, psychiatric and other impairments. Safety-Care will result in a more positive reinforcement based approach, the development of new skills, and fewer restraints. (2 sessions are offered per year for Crisis Team members)			
Lead Person/Position		Year of Training	
Director of Pupil Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training	
All paraprofessionals and instructional aides continue to be required to complete 20 hours of professional development each school year from July 1 - June 30. The Antietam School District special education department intends to implement an annual program to review, reinforce, and plan for delivery of professional development opportunities to support staff. Paraprofessionals and instructional aides will be given a list of professional development options to choose from on a yearly basis. Support Staff may choose to attend the Paraeducator Academy through the Berks County Intermediate Unit. Paraprofessionals and instructional aides may also attend relevant professional development sessions provided to teachers in the district. Evidence of attendance at trainings will be forwarded to the Director of Student Services. The district is huge proponent of differentiated professional development. Paraeducator Academy offered for all new instructional aide and Differentiated options based on assignment and need.	
Lead Person/Position	Year of Training
Director of Pupil Services	2024 2025 2026

		2027	
Hours Per Training	Number of Sessions	Provider	Audience
20	3	District Intermediate Unit	Paraprofessionals

Transition

Description of Training			
The Antietam School District special education department will reimplement an annual program to review, reinforce, and plan for delivery of transition services to all students at the Antietam Middle/Senior High School. Evidence that the action steps have been implemented will be through staff attendance logs and training materials. Professional development topics for the duration of this plan include: - Overview of the Indicator 13 compliance checklist, Transition assessment, Outside agency and student involvement in the IEP process, Developing appropriate, measurable postsecondary goals, Completing the "transition grid": courses of study, transition services, transition activities, Measurable annual goals & Ongoing maintenance through file reviews.			
Lead Person/Position		Year of Training	
Director of Pupil Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit Other	Special Education Teachers

Science of Literacy

Description of Training			
The Antietam School District special education department will continue to implement an annual program to review, reinforce, and plan for delivery of reading programs that both support and supplement the general education curriculum. Evidence that the action steps have been implemented will be through staff attendance logs, training materials and feedback. In addition, evidence will be gathered through documented improvement on PSSA scores, STAR assessment scores, Fountas & Pinnell scores, Phonics Screener inventories and Phonological Awareness Inventories. Session Description, During the reading intervention training, the participants will review, model, and practice the implementation of the SRA Reading Curriculum, Read 180 or System 44 programs.			
Lead Person/Position		Year of Training	
Director of Pupil Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit Other	Special Education Teachers

Parent Training

Description of Training			
Parent Training			
Lead Person/Position		Year of Training	
Director of Pupil Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

IEP Development

Description of Training			
The Antietam School District special education department will participate in an annual training on IEP development. Evidence of action steps have been implemented will be through staff attendance logs and training materials. Professional development topics include developing a working knowledge of the components of an IEP, determining the purpose of each component and its implications for classroom practice, analyzing the legal aspects of the IEP to ensure compliance, develop a method to keep track of students' IEP goals and progress.			
Lead Person/Position		Year of Training	
Director of Pupil Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers