

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>	
Boyertown Area SD		114060753	
<b>Address 1</b>			
911 Montgomery Ave			
<b>Address 2</b>			
<b>City</b>	<b>State</b>	<b>Zip</b>	
Boyertown	PA	19512	
<b>Director of Special Education Name</b>			
Kalyn Bartman			
<b>Director of Special Education Email</b>			
kbartman@boyertownasd.org			
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>	
610-473-3616			
<b>Chief Administrator Name</b>			
Dr Scott A Davidheiser			
<b>Chief Administrator Email</b>			
sdavidheiser@boyertownasd.org			

## Special Education Students

**Total Number of Students Receiving Special Education** 1609

**School District Total Student Enrollment** 6306

**Percent of Students Receiving Special Education** 25.5



## Steering Committee

Name	Position/Role	Building	Email
Kalyn Bartman	Director of Special Education	Boyertown Area SD	kbartman@boyertownasd.org
Jessica Cunningham	Other	Boyertown Area SD	jcunningham@boyertownasd.org
Jonathan Otto	Other	Boyertown Area SD	jotto@boyertownasd.org
Colleen Ritter	Other	Boyertown Area SD	critter@boyertownasd.org
Jackie Carney	Other	Boyertown Area SD	jcarney@boyertownasd.org
Sara Jones	Other	Boyertown Area SD	sjones@boyertownasd.org
Stephanie Petri	Building Principal	Gilbertsville El Sch	spetri@boyertownasd.org
Stacy Morton	Other	Boyertown Area SD	smorton@boyertownasd.org
Michael Stoudt	Other	Boyertown Area SD	mstoudt@boyertownasd.org
Jeffrey Zawada	Board Member	Boyertown Area SD	
Eric Marsch	Other	Boyertown Area MS-East	emarsch@boyertownasd.org
Jason McAuliffe	General Education Teacher	Boyertown Area MS-West	jmcauliffe@boyertownasd.org
Deb Witman	Special Education Teacher	Boyertown Area MS-West	dwitman@boyertownasd.org
Sarah Diaz	General Education Teacher	Boyertown Area SHS	sdiaz@boyertownasd.org
Eric Houck	Other	Boyertown Area SHS	ehouck@boyertownasd.org
Erin Farabaugh	Special Education Teacher	Boyertown Area SHS	efarabaugh@boyertownasd.org
Jenna Beauregard	Special Education Teacher	Earl El Sch	jbeauregard@boyertownasd.org
Stephanie Heintz	General Education Teacher	New Hanover-Upper Frederick El	sheintz@boyertownasd.org
Caitlin Baldasano	Parent	Boyertown El Sch	
Sarah Clark Gilbert	Parent	Boyertown Area SHS	
Kristen Warwick	Parent	Boyertown Area MS-West	
Michelle Paul	Parent	Boyertown Area MS-West	
Charity Neer	Parent	Washington El Sch	
Tinelle Kotulka	Parent	Washington El Sch	



## **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)

<b>Improvement and Planning Activity</b>
Provide Professional development to all special education teachers regarding transition assessments, data analysis and documentation within the Individualized Education Program for transition services. This professional development will also include training for Act 158 requirements. Monitoring of implementation of professional development through individual check-ins with supervisors and liaisons.

## Graduation (Indicator 1)

Indicator not flagged at this time.

## Drop Out (Indicator 2)

Indicator not flagged at this time.

## Assessment (Indicator 3)

**Improvement and Planning Activity**

3A. Participation rate for children with Individualized Education Programs Students in grades 8 and 11 demonstrated lower participation rates in English Language Arts and Math. The district will review participation criteria with all special education teachers, building teams, and Local Education Agencies to ensure compliance with testing participation guidelines

3B. Proficiency rate for children with Individualized Education Programs against grade level academic achievement standards English Language Arts grade 8–20.8% (target 21.5%) and Math grade 8–10.5% (target 10.9%). The district only missed the target by less than one percentage point. Continue with co-teaching and interventions in English Language Arts and Math.

3D. Gap in Proficiency rates for children with Individualized Education Programs and all students against grade level academic achievement standards Continued training on using data to drive decisions for math and English Language Arts. Our Algebra I class at the High School has been split up into two years to help the students learn the material.

**Education Environments (Indicator 5)**

**Improvement and Planning Activity**

According to the Special Education Data Report for the 2023-2024 school year, the district's percentage of students placed in other settings was 4.6%. The state average was 4.4%. The district continues to provide Functional Behavioral Assessment and Positive Behavior Support Plan training to our special education teachers. We have also added an Individualized Education Program Interventionist to help students at the High School.

**Parent Involvement (Indicator 8)**

<b>Improvement and Planning Activity</b>
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Create and distribute a Quarterly Special Education Newsletter to all parents, sharing information. Hold a Resource Fair during a Back to School Night
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### Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

### Post-School Outcomes (Indicator 14)

<b>Improvement and Planning Activity</b>
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Work with Families to get supportive employment and connect with outside agencies to support post secondary goals Provide training to the special education teachers regarding agencies to support families after graduation
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### 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

Corrective Action	Improvement and Planning Activities
Suspension Rate	Improvement Plans are currently underway. Increased staff training (restorative practices, behavior interventions), added SMARTS (Strategies, Motivation, Awareness, Resilience, Talents, Success) which is a curriculum for executive functioning, increased staffing
Least Restrictive Environment - Students with Disabilities served in other locations	Improvement Plans are currently underway. Scheduling changes at the High School, training for special education teachers on Functional Behavioral Assessments and Positive Behavior Support Plans, adding Registered Behavior Technicians in specialized program classrooms, consulting with the Berks County Intermediate Unit
Parent Survey Results and Training	Improvement Plans are currently underway. Quarterly newsletter for families, scheduling a resource fair, sharing resources through community bulletin board
Participation in State Assessments	Improvement Plans are currently underway. Review participation criteria, continue with interventions in English Language Arts and Math, continued training on using data to drive decisions for Math and English Language Arts

**Identification Method**

**Identify the School 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 School District currently a host district for a 1306 facility?

No

### 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.)

There are no residential programs located within the boundaries of the Boyertown Area School District. Under Sections 1306, 1306.1, and 1306.2 of the PA Public School Code, the school districts in which juvenile and adult facilities are located ("host districts") are responsible for finding, identifying, and providing special education services to children with disabilities who are committed thereto. The Boyertown Area School District facilitates this process by ensuring that all educational records and other information and other information necessary to enable the host district to conduct evaluations or reevaluations and develop and implement special education programs for adjudicated residents of the District who are thought to be disabled are transferred in a timely manner. Review and implementation of a pendant Individualized Education Program (IEP) and IEP components are completed in a timely manner and comply with procedural safeguards. Students in residential childcare institutions within the District boundaries may arrive here already identified. Therefore, the Host District has the duty to obtain and follow the current IEP from the District of residence, conduct the reevaluations according to timelines, and to keep the District of residence informed of the student's status. Students would receive instruction from a certified special education teacher. Another key concept is that all eligible students located are entitled to attend school in the Host District's buildings in their individually determined Least Restrictive Environment (LRE) and to be transported from the residential facility to the District's school buildings, and from the District's buildings to the facility every school day, to participate in any desired extracurricular activity and field trip, with whatever supports and services are appropriate. This is true unless there is a court or medical mandate that the student cannot leave the residential facility's campus, for reasons not having to do with the student's education. And, if this should happen, those students who are unable to attend at the District's buildings, must be provided with educational services according to their IEPs at the facility. Special Education teachers would work with students who are placed in a 1306 facility. Since our process for providing a Free Appropriate Public Education (FAPE) is exhaustive, we rarely encounter barriers that prevent us from our obligations.

### 2. Describe the School District's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.

Ongoing communication continues while students are in a 1306 facility to ensure the Boyertown Area School District is knowledgeable

of the current status of each adjudicated youth and maintains parent contact while their child is in the facility. When students who have an IEP are scheduled to be released from the 1306 facility, the District makes every effort to schedule meetings at or near the time of discharge to ensure that these students re-enter public school with minimal disruption to their special education services.

## **Incarcerated Students Oversight**

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

No

- 1. Describe the system of oversight the School 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).**

## Least Restrictive Environment

### 1. **Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**

Boyertown Area School District (BASD) is dedicated to ensuring that students with disabilities have access to education alongside their non-disabled peers to the fullest extent possible. In the 2023-2024 Special Education Data Report, the district placed its special education students in regular education classrooms for more than 80% of their day, at rates higher than the state average of 61.7%. In 2023-2024, BASD was at 65.6%. Collaboration with general education teachers combined with adequate training enables special education students to participate more fully in the standard curriculum within regular classrooms. The percentage of special education students spending less than 40% of their time in regular education classes at Boyertown Area School District stood at 3.7%, which is below the state average of 10.3%. Special Education students who receive placements outside their district hold an average percentage of 4.4% statewide. BASD average is 4.6% in this category. Individualized Education Program (IEP) teams regard placing students outside of the district as the final option they consider.

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

The district implements a Response to Instruction/Intervention (RtII) program across all its schools. The RtII process targets individual student needs with high quality interventions that receive regular monitoring. School personnel use RtII process data to modify instructional methods and determine educational program choices for students. The educational team evaluates student data every 6–8 weeks to determine necessary changes to instruction or intervention strategies. A student who does not show progress through RtII will be sent to the Student Support Team (SST). A referral form will be completed, and the teacher will contact the parent to share news about their student's difficulties while setting up intervention strategies for support. The Student Support Team consists of the Intervention Teacher as well as the Reading Specialist and School Counselor, who work together with the Building Principal and Teacher. The SST team will gather to review the student's situation and propose recommendations and interventions. The SST plan consists of several elements which include interventions, desired outcomes/goals, person responsible for intervention delivery, intervention duration, progress monitoring person, specific monitoring tools, and data collection. The SST team holds a meeting after 6–8 weeks of consistent intervention to evaluate student progress and determine whether to maintain the current intervention or implement a new one. Following another 6–8 weeks of consistent intervention, the team will conduct a student data review meeting. The team will decide whether to maintain the current intervention, modify it, or send the student for special education assessment. Students receive intervention services through small group sessions with the option of one-on-one support when necessary.

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

The Boyertown Area School District recognizes the importance of training all of our staff (general and special education teachers) in the

curriculum and providing updates on new content and practices to the staff annually to support meaningful participation of students with disabilities in the general education curriculum. The district implements multiple strategies and supports along with research-based models and accesses resources from Berks County Intermediate Unit (BCIU) and Pennsylvania Training and Technical Assistance Network (PaTTAN)/Pennsylvania Department of Education (PDE) through conferences, workshops and webinars. The district utilizes the BCIU and PaTTAN to provide trainings to staff. Special Education is prioritized when creating schedules in all buildings to accommodate necessary supports. Special education teachers provide training on how to apply accommodations and modifications to paraprofessionals and general education teachers as part of their support to implement IEPs across different settings. Co-teaching exists across elementary and middle schools based on student-specific needs. Department meetings are held monthly at each level (Elementary, Middle School, High School) for special education teachers to provide training on various topics (IEP development, behavior, programs, etc.). Technology has also played a pivotal role in supporting students in general education. Students in grades 2-12 have a Chromebook or laptop. This has allowed the use of assistive technology (Co-Writer, Google Read and Write, speech to text, etc.) to become more accessible to students to help them be more independent.

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

In the Boyertown Area School District, all non-academic and extracurricular activities are inclusive and open to students with disabilities. If necessary, supplemental aides and services are provided to facilitate participation, as determined by the Individualized Education Program (IEP) team. The district provides accommodations through environmental adaptations and technological support with communication devices and computers, along with paraprofessional assistance. Our high school started Unified Track this school year. IEP teams gather to evaluate inclusive opportunities and extracurricular activities

5. **Describe the School District procedures that ensure, 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-led extracurricular activities.**

The Boyertown Area School District follows legal guidelines for Least Restrictive Environment while using a collaborative team strategy to determine student placement. The Individualized Education Program (IEP) team evaluates if building level supports in place can adequately meet the student's needs. The district offers district-wide support services for autistic support, life skills support, learning support, and emotional support. Students needing specialized services receive transportation to specific building locations where their programs run. Each school building provides supplemental supports along with related services which function to maximize inclusion for all students. The Berks County Intermediate Unit (BCIU) Training and Consultation department delivers student specific training in behavioral interventions, autism, assistive technology, and direct instruction programming to provide support. When the neighborhood school fails to address the student's specific requirements, the team looks into external programs beyond district buildings, including

Intermediate Unit (IU) programs as well as alternative education options and licensed private academic schools and Approved Private School (APS) placements. District liaisons and special education supervisors work closely in these extreme cases to ensure comprehensive efforts are made to integrate students into neighborhood schools, which include district-managed extracurricular programs.

**6. Discuss the School 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 Boyertown Area School District offers comprehensive services throughout grades K-12 for autistic support, emotional support, learning support, and life skills support populations. The programs have expanded their specialized services to cater to the distinct needs of students who cannot attend their regular schools. The District's programs work to provide every student with opportunities to succeed socially, emotionally and academically within their local school environment. The High School has developed the BEST program. The BEST Program (Boyertown Employment Skills Training) provides assistance to students who encounter challenges with finding and keeping jobs. Job coaches support students as they receive on-the-job training at local community worksites. Staff members monitor student progress while teaching them employment skills during the entire school year. The BEST Program aims to equip students with necessary skills for securing and holding competitive integrated employment after they graduate. The district is looking to expand our ES, LSS, AS, and LS (2.5 teachers) programs at the elementary level and AS at the high school level for the 25-26 school year if approved by the school board.

**Out of District Placements**

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Cottage Seven	Licensed Private Academic		Cottage Seven Academy	Emotional Support	6
Palisades HS through Bucks IU	Other	IU	Bucks County IU	Multiple Disabilities Support	1

Devereux Brandywine	Approved Private School (APS)		Devereux Advanced Behavioral Health	Emotional Support	3
The Lincoln Center	Licensed Private Academic		The Lincoln Center for Family and Youth	Emotional Support	4
Explorations/Anderson	Licensed Private Academic		Montgomery County IU	Emotional Support	3
The Vanguard School	Approved Private School (APS)		Valley Forge Educational Services	Emotional Support	1
The Timothy School	Approved Private School (APS)		The Timothy School	Autistic Support	1
Fairwold Academy	Approved Private School (APS)		Fairwold Academy at PHMC	Emotional Support	1
New Story - Wyomissing	Licensed Private Academic		New Story Schools	Autistic Support	3
The Vanguard School	Approved Private School (APS)		Valley Forge Educational Services	Autistic Support	4.5
Hogan Learning Academy	Licensed Private Academic		Hogan Learning Academy	Autistic Support	2
River Rock Academy	Licensed Private Academic		New Story Schools	Emotional Support	4
Devereux CARES	Approved Private School (APS)		Devereux Advanced Behavioral Health	Autistic Support	4
New Story - New Holland	Licensed Private Academic		New Story Schools	Autistic Support	4
Devereux CIDDS Center	Approved Private School (APS)		Devereux Advanced Behavioral Health	Life Skills Support	1
Fairwold Academy	Approved Private School (APS)		Fairwold Academy at PHMC	Autistic Support	1
Vantage Academy	Licensed Private Academic		Lakeside	Emotional Support	2
Centennial School	Approved Private School (APS)		Lehigh University	Emotional Support	1
Berks IU (Northwestern Elementary)	Other	IU	Berks County IU	Deaf and Hard of Hearing Support	1

The Anderson School	Licensed Private Academic		Montgomery County IU	Emotional Support	3
New Story - Perkiomen	Licensed Private Academic		New Story Schools	Emotional Support	3
Access Learning Academy	Licensed Private Academic		Access Services	Emotional Support	1
Hogan Learning Academy	Licensed Private Academic		Hogan Learning Academy	Life Skills Support	1
Capstone Academy	Licensed Private Academic		Capstone Academy	Autistic Support	1
CSF Buxmont Academy	Licensed Private Academic		Community Service Foundation and Buxmont Academy	Emotional Support	2
CSF Buxmont Academy	Licensed Private Academic		Community Service Foundation and Buxmont Academy	Learning Support	1
Davidson School	Approved Private School (APS)		Elwyn	Autistic Support	1
New Story - Perkiomen	Licensed Private Academic		New Story Schools	Emotional Support	5
TCHS Cat Pickering	Licensed Private Academic		Chester County IU	Autistic Support	0.5
TCHS Cat Pickering	Licensed Private Academic		Chester County IU	Emotional Support	1
River Rock Academy	Licensed Private Academic		New Story Schools	Learning Support	2

## Positive Behavior Support

### Date of Approval

2015-12-08

### Uploaded Files

113.1 Discipline of Students with Disabilities Board Policy.pdf

113.2 Behavior Support Policy\_ceaf80fb.pdf

113.4 Confidentiality of Special Education Student Information.pdf

113.3 Screening and Evaluations for Students with Disabilities.pdf

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

Boyertown strictly adheres to the standards of positive behavior support, prohibits aversive techniques, and follows regulations outlined in the Revised IDEA 2004 & PA Chapter 14. When students exhibit behaviors, a Functional Behavioral Assessment (FBA) is completed by a team of professionals and the parents/guardians to gather information on the behavior(s) of concern to determine if there is a pattern of behavior occurring and the function of the behavior. If the behaviors of concern impede a student's learning or that of others, a Positive Behavior Support Plan (PBSP) is created as part of the student's IEP. The purpose of the PBSP is to teach and reinforce replacement behaviors while eliminating current patterns of behavior. Replacement behaviors are taught, practiced, and positively reinforced. Restraint is an option of last resort when the student is exhibiting behaviors that demonstrate a clear and present danger to themselves or others.

#### 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.**

Professional development on behavior is provided throughout the school year and in the summer. Training for staff throughout the year include topics on data collection, Functional Behavior Assessment, behavioral strategies, creating a Positive Behavior Support Plan, training on curriculum for self-regulation (Zones of Regulation) as well as training on social-emotional curriculums implemented within the district. There is ongoing consultation and training with teams from our district Board Certified Behavioral Analyst, particularly following the completion of an FBA. Boyertown Area School District utilizes Safety-Care which encompasses de-escalation strategies, differential reinforcement, and physical management techniques. Six staff members are certified as Safety-Care trainers for the district.

The certified Safety-Care Trainers provide initial and re-certification Safety-Care training to faculty. This training requires yearly recertification. Each building has a team of teachers who are trained in Safety Care.

**3. Describe the School District's positive school wide support programs.**

Each building utilizes positive school wide support programs through consistent, 16 simplified rules (3-5 positively stated expectations), providing positive feedback, antecedent strategies, and consistent consequences. School-wide supports are reviewed with staff at the beginning of each school year during building faculty meetings and again building-wide as students return from the summer to develop and embrace a culture for positive behavior, specific to each building's student population. While each building's approach differs slightly, hallmarks include incentives for positive behavior (i.e. BEAR Bucks, Unity Tickets), with recognition for positive contributions at a building level, but with flexibility to individualize the rate of redemption based upon student needs. The district has 10 staff members who are certified trainers in Restorative Practices. An administrator in each building is trained in Restorative Practices. Multiple trainings are held each year for staff to be trained. The goal is to train all staff in the district in Restorative Practices.

**4. Describe the School District's school-based behavior health services.**

The District partners with Creative Health Services, The Lincoln Center, and Family Foundations to provide direct and referral opportunities for mental health support from kindergarten through age 21 for students with special needs. At the elementary level, there is one school-based counselor that provides direct 1:1 therapy for all buildings and another school-based counselor that provides direct therapy to our students in the emotional support program. At the secondary level, there are 5 school-based counselors, one IEP interventionist, and two mentors that provide direct 1:1 therapy and group therapy. There are student assistance teams in each building. The District also works with agencies to provide two social workers to support the district.

**5. Describe the School District's restraint procedure.**

If a student is a danger to himself/herself or others and physical intervention is needed to maintain safety, the Safety Care trained staff in each building are called to assist. De-escalation techniques are utilized first and if needed a restraint will be employed for as briefly as possible to protect the student from causing harm to themselves or others. After the restraint has occurred, the parent will be immediately notified, and an IEP meeting will be scheduled within 10 days of the restraint. The restraint form will be completed by the team documenting the events prior to the restraint, during the restraint, and actions taken by the IEP team after the restraint; possibly IEP revisions. This information is forwarded to the special education department, who will enter the information in the RISC system within 30 days of the restraint, 3 if an injury occurred to staff or students during the restraint.



## **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 Boyertown Area School District does not currently have any areas of concern regarding students placed in Instruction Conducted in the Home or those at substantial risk of waiting more than 30 days for an appropriate educational placement. Presently, there are no students in our district receiving Instruction Conducted in the Home. The district has a continuum of services for the autistic support, emotional support, life skills support, and learning support populations in grades K-12. Before students who have significant learning/behavioral issues are considered for an outside placement, the District conducts Functional Behavioral Assessments, develops Positive Behavior Support Plans, changes programs based on students' needs, seeks out consultants from the BCIU or other agencies/personnel, collaborates with mental health agencies, children & youth, and/or juvenile probation. When an outside placement is warranted, the district carefully considers the program/service options. A wealth of information is gathered and maintained about various private providers, approved private schools, and other private institutions, so the appropriate program can be selected in collaboration with the parents/guardians. All contracts with other school districts and public/private agencies contain provisions that ensure the implementation of the current IEP in question in accordance with state and federal law. In instances where the district encounters challenges in ensuring a Free Appropriate Public Education (FAPE) for an individual student or specific disability category, we collaborate with surrounding districts, agencies, private academic schools, approved private schools, alternative schools, partial hospitalizations programs, or Intermediate Units to explore potential programming options for the student.

## Special Education Support Services

### 1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	Elementary	District
Other	1	Secondary	District
Transition Coordinator	1	Secondary	District
School Psychologist	5	District Wide	District
Physical Therapist	1	District Wide	District
Occupational Therapist	6	District Wide	District
Behavior Specialist	1	District Wide	District
Other	1	Elementary	District
Social Worker	2	District Wide	Contractor
Other	1	Secondary	District
Paraprofessionals	116	District Wide	Contractor
Other	6.6	District Wide	Contractor
Other	1	Secondary	Contractor
Other	.25	District Wide	Contractor
Other	1	Secondary	Contractor
Other	7.4	District Wide	Contractor
School Psychologist	1	District Wide	Contractor
Other	2	Elementary	District
Other	.5	District Wide	Contractor
Behavior Specialist	.4	District Wide	Contractor
Other	2	Secondary	Contractor
Other	3	Secondary	Contractor
Other	8	District Wide	Contractor
Other	11	District Wide	Contractor



## Special Education Personnel Development

### Autism

Description of Training			
AAC Training			
Lead Person/Position		Year of Training	
BCIU, Speech Therapists		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1 session yearly to be repeated each year if needed	District Intermediate Unit	Special Education Teachers

Description of Training			
Inclusionary Practices			
Lead Person/Position		Year of Training	
BCIU, Director of Special Education, Supervisors of Special Education, and Liaisons		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1 sessions offered yearly after initial training in 2026	District Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
Understanding Autism			
Lead Person/Position		Year of Training	
Director of Special Education, Supervisors of Special Education, and Liaisons		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	General Education Teachers

			Special Education Teachers
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**Positive Behavior Support**

<b>Description of Training</b>			
Functional Behavior Assessment and Positive Behavior Support Plan Trainings			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Supervisors, Liaisons, BCBA		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1 sessions offered yearly	District	Special Education Teachers

<b>Description of Training</b>			
Zones of Regulation Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Supervisors and Liaisons		2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1 sessions	District	Special Education Teachers

<b>Description of Training</b>			
SMARTS Program Training			

Lead Person/Position		Year of Training	
Special Education Supervisors and Liaisons		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1 session	District	Special Education Teachers

Description of Training			
Safety Care Training			
Lead Person/Position		Year of Training	
Safety Care Trainers - Special Education Office Staff		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
6	10 sessions offered yearly	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
De-escalation Techniques			
Lead Person/Position		Year of Training	
Special Education Supervisors and Liaisons		2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience

3	2 sessions offered each year	District	General Education Teachers Special Education Teachers
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### Paraprofessional

<b>Description of Training</b>			
De-escalation Techniques			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Director of Special Education, Special Education Supervisors, and Liaisons			2025
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

<b>Description of Training</b>			
Effective Communication			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Director of Special Education, Special Education Supervisors, and Liaisons			2025
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

<b>Description of Training</b>			
Combating Learned Helplessness			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Director of Special Education, Special Education Supervisors, and Liaisons			2026

<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

<b>Description of Training</b>			
Understanding the IEP			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education, Special Education Supervisors, and Liaisons		2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

<b>Description of Training</b>			
Understanding and Implementing the Positive Behavior Support Plan			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education, Special Education Supervisors, and Liaisons		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

<b>Description of Training</b>			
Understanding Various Disabilities and How to Work with each one			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education, Special Education Supervisors, and Liaisons		2028	

Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

### Transition

Description of Training			
Transition Coordinator Meetings			
Lead Person/Position		Year of Training	
BCIU		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
6.5	monthly	Intermediate Unit	Other

Description of Training			
Writing an Effective Transition Plan			
Lead Person/Position		Year of Training	
Transition Coordinator/Secondary Special Education Supervisor		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 session offered yearly	District	Special Education Teachers

Description of Training
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Transition Planning and Best Practices			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Transition Coordinator		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1 session offered yearly	District	Special Education Teachers

<b>Description of Training</b>			
Incorporating Agency Supports			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Transition Coordinator and Secondary Supervisor of Special Education		2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Special Education Teachers

### Science of Literacy

<b>Description of Training</b>			
Reading Interventions			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education, Special Education Supervisors, and Liaisons		2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

1	1 session offered yearly	District	Special Education Teachers
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<b>Description of Training</b>			
Direct Instruction Programs			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BCIU, Special Education Department, SRA Consultant		2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1 sessions	District Intermediate Unit Other	Special Education Teachers

<b>Description of Training</b>			
READ 180 Training Follow-up			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
HMH, Director of Special Education, Special Education Supervisors, and Liaisons		2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Other	Special Education Teachers

<b>Description of Training</b>	
Best Practices and Instructional Strategies for Literacy	
<b>Lead Person/Position</b>	<b>Year of Training</b>

IU, Director of Special Education, Special Education Supervisors, and Liaisons		2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	Intermediate Unit	Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Resource Fair			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education, Special Education Supervisors, and Liaisons		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1 session held each year	District Other	Parents

<b>Description of Training</b>			
Supporting your child with Executive Functioning Needs			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education, Special Education Supervisors, and Liaisons		2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1 session	District	Parents

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<b>Description of Training</b>			
Understanding the Special Education Process			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Director of Special Education, Special Education Supervisors, and Liaisons			2027 2028
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1 session	District	Parents

### IEP Development

<b>Description of Training</b>			
LEA 101 for Building Administrators			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Director of Special Education, Special Education Supervisors			2025 2026 2027 2028
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1 sessions offered yearly	District	Building Administrators

<b>Description of Training</b>
Progress Monitoring: Data Driven Success

Lead Person/Position		Year of Training	
Director of Special Education, Special Education Supervisors, and Liaisons		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 sessions offered yearly	District	Special Education Teachers

Description of Training			
Educational Placement/LRE			
Lead Person/Position		Year of Training	
Director of Special Education, Special Education Supervisors, and Liaisons		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	2 sessions offered yearly	District	General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
How to write effective Present Levels			
Lead Person/Position		Year of Training	
Director of Special Education, Special Education Supervisors, and Liaisons		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 session	District	Special Education Teachers

<b>Description of Training</b>			
Alignment of Needs to SDIs			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Director of Special Education, Special Education Supervisors, and Liaisons			2028
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1 session	District	Special Education Teachers

## Signatures & Affirmations

Approval Date

2025-04-22

### Uploaded Files

Special Education Plan Affirmation Statement approved 4.22.25\_.pdf

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

### Superintendent/Chief Executive Officer

Dr. Scott Davidheiser

Date

2025-06-02