

Cumberland Valley SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

6746 Carlisle Pike
 Mechanicsburg, PA 17050
 (717)697-8261
 Superintendent: Frederick Withum
 Director of Special Education: Gaynelle Angelo

Planning Committee

Name	Role
Justin Flickinger	Administrator : Special Education
Patty Hillery	Administrator : Special Education
Steven Kirkpatrick	Administrator : Special Education
Kellie Loretta	Administrator : Special Education
Gary Quigley	Administrator : Special Education
Lori Rauenzahn	Administrator : Special Education
Keith Watson	Administrator : Special Education
Jennifer Garvey	Ed Specialist - School Psychologist : Professional Education Special Education
Erin Hanshaw	Ed Specialist - School Psychologist : Special Education
Joseph Houck	High School Teacher - Special Education : Special Education
Joyce Gleason	Parent : Special Education
Gaynelle Angelo	Special Education Director/Specialist : Special Education
Doris Baboian	Student Services Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 1064

Identification Method

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

Cumberland Valley School District-Special Education Plan

Identifying Students with Specific Learning Disabilities

The Cumberland Valley School District (CVSD) will abide by 14.125 of the Pennsylvania Special Education Regulations when making a determination of Specific Learning Disability (SLD). A student may be identified as having a SLD when all four aspects of the SLD definition are met.

A. Inclusionary

1. Failure to meet age- or grade-level state standards or lack of adequate achievement in one or more of the following eight areas:

- listening comprehension,
- oral expression,
- written expression,
- basic reading skill,
- reading fluency skill,
- reading comprehension,
- mathematics calculation, and
- mathematics problem solving

Multidisciplinary evaluation (MDE) teams in the CVSD will consider multiple sources of data when making this determination. All sources of data considered will be referenced to state and/or national standards. Consideration will be given to current data as well as a review of the student's

data across prior school years. The following sources of assessment data and scores will be considered when determining failure to meet age- or grade-level standards:

- AIMSweb progress monitoring scores – 3 consecutive data points or 4 out of 6 data points below the goal line (goal established by national standards)
- Developmental Reading Assessment-Second Edition scores - one grade level below
- PSSA scores - within the low Basic or Below Basic range
- Norm-referenced achievement test scores - below the 16th percentile or below an 85 standard score

Two or more sources of data must show below state-approved grade-level standards.

2. Discrepancy: Pattern of strengths & weakness

Students in the CVSD will be administered norm-referenced measures of intellectual ability and achievement levels in order to determine if the student exhibits a pattern of strengths and needs, relative to intellectual ability, as defined by a severe discrepancy between intellectual ability and achievement. If using the simple difference method for determining a discrepancy between ability and achievement, a student's achievement will be at least one standard deviation (15 standard score points) below his/her measured intellectual ability. If using the predicted ability/regression formula method, the discrepancy will be statistically significant and occur in less than/equal to 10% of the population (base rate of 10% or below) or will be at least 1.5 SD x SEe (Standard Error of Estimate) below ability

Or

MTSS: Lack of progress in response to scientifically based instruction.

The CVSD does not have a Response to Instruction and Intervention (RtII) plan approved by the Dept. of Ed. at this time; however, the district has implemented many components of RtII. The CVSD is hopeful that it will be able to submit a RtII plan for the elementary level in the near future.

Currently, the district utilizes a research-based core curriculum in literacy and math, benchmark measures at least three times a year in literacy and math, progress monitoring of at-risk students in the literacy and math areas at least every two weeks, standard protocol and other research-based intervention materials, a consistent intervention block for each grade-level, and data team meetings for every grade level one time per month.

B. Exclusionary

3. Rule out:

- Vision, hearing, or motor/orthopedic problems/disabilities;
- Intellectual Disability

- Emotional disturbance;
- Cultural factors and/or limited English proficiency; or
- Environmental or economic disadvantage

The CVSD will document that each of the above factors has been excluded from consideration either through screening or through evaluation, if warranted.

Vision, hearing, or motor/orthopedic problems/disabilities: All students in the district have vision and hearing screenings completed regularly. These results will be checked. If concerns are present, the student will be re-screened. If there continues to be concern, the student will be referred to an optometrist, ophthalmologist, and/or audiologist to rule-out that the student's learning problems are primarily the result of a vision or hearing problem. If the student evidences motor problems, a screening by the occupational therapist will occur. If there are concerns, a referral for an evaluation by the occupational therapist will be made to rule-out that the student's learning problems are not primarily the result of a motor problem.

Intellectual Disability : All students referred for an evaluation to determine eligibility for a specific learning disability diagnosis will be administered a measure of intellectual ability. If sub-average general intelligence is revealed, measures of adaptive behavior and another measure of intellectual ability will be administered to rule-out mental retardation as the cause of a student's learning problems.

Emotional disturbance: The student's discipline record will be reviewed. If the student displays behavioral/emotional concerns, behavior rating scales will be completed by teachers and parents and systematic observations of the student's behavior will be completed. If significant behavioral issues occur that can not be managed through a classroom management system, a functional behavior assessment will be completed and a behavioral intervention plan will be developed. The district behavior specialist will be consulted. For a student displaying behavior problems, the evaluation team will determine whether the student's learning problems are instigating the behavior or whether underlying emotional problems are impacting the student's ability to perform academically.

Cultural factors and/or limited English proficiency: All students entering the district are required to complete a questionnaire regarding the primary language spoken in the home. Students considered at risk are assessed by the English as a Second Language teacher to determine their level of English proficiency. If a student is an English Language Learner or has issues related to his/her acculturation experience, the team will rule-out this as a causative factor when considering a diagnosis of SLD.

Environmental or economic disadvantage: In order to rule-out environmental or economic issues as a primary cause of a student's learning difficulties, the parent will be interviewed by the school counselor as part of the referral process. The parent will also be asked to complete a parent input form, which serves as a developmental and medical history form. The student's attendance records will be checked and the school nurse will complete an input form. If significant issues are found, the home-school visitor will be contacted to further investigate. The team will determine if the student's learning issues are primarily the result of environmental or economic factors if they are revealed.

4. Rule out lack of instruction by documenting:

- Appropriate instruction by qualified personnel
- Repeated assessments

The CVSD will ensure that all students receive effective instruction utilizing research-based instructional strategies and materials in the core program. All students will receive core reading instruction that emphasizes the essential components of reading namely phonemic awareness, phonics, vocabulary, fluency, and comprehension. All regular education students needing intervention in the literacy area will be provided with intervention utilizing research-based instructional strategies and programs through Tier II intervention. All primary students will receive Tier III reading intervention by a certified reading specialist. All students will receive core math instruction plus calendar math. All regular education students needing intervention in the math area will be provided with intervention utilizing research-based instructional strategies and programs through Tier II interventions. All teachers employed by the school district are certified by the PA Dept. of Ed. to teach in their area of certification. All special education teachers are highly qualified. The principal, assistant principal, and supervisor will observe the teachers and ensure that strategies and materials are implemented as specified. The instructional specialists will provide peer support to ensure that strategies and interventions are implemented as specified. Core, grade-level team meetings in the areas of literacy and math are held following each benchmark period to generate supplemental strategies for the core program based on data.

Additionally, a member or members of the evaluation team will observe the student in the regular education classroom setting and in the area(s) of difficulty. Formal observation procedures that yield quantifiable results rather than anecdotal recordings will be used.

Repeated assessments using AIMSweb, DRA2/running records, Study Island, On-Line Math Assessment, and PSSA are completed. Results of these assessments as well as intervention groups are communicated to the parents through report cards, parent-teacher conferences, separate mailings, and child study team meetings.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The Cumberland Valley School District has experienced significant growth in the last 5 years. Our largest sub category across the district within our student population is the Asian Category. With that being the largest sub category across the district, we have also seen a correlation with the rise in the Asian sub category receiving special education services.

The Cumberland Valley School District has also experienced significant growth in the disability

category of Autism. With the increased enrollement within the district, has brought an increase of students moving into our district to receive Autsim Services. The addition of Verbal Behavior programming within our continuum of services has been leading factor of additional families moving to our district to receive our services.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Currently, there are no facilities located in our school district providing services to nonresident student as per Section 1306 of the Public School Code. However, if a facility providing services to 1306 students were to move into the Cumberland Valley School District, we would follow the following state guidelines :

Educational Programs for Students in "Non-Educational" Placements

22 Pa. Code Section 14.102 (a)(2)(xiii)

HOST SCHOOL DISTRICT RESPONSIBILITIES

Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and NOREP, or a service agreement under 22 PA Code Chapter 15, requires a different placement; 3) the child is currently expelled from his or her last educational placement due to a weapons offense (see, 24 P.S. § 13-1317.2(e.1)) or 4) the student is in an "interim alternative educational setting" and placed in accordance with the IDEA (see, 34 C.F.R. § 300.530 (c), (d)(5), and (g)). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs;

(1) Alternative Education for Disruptive Youth

(http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/alternative_education_for_disruptive_youth/507342), and

(2) Enrollment of Students

(http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/enrollment_of_students/507350).

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district's public schools. If the host district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15.

Child Find Responsibility

In addition to ensuring that an appropriate educational program is provided, the host school district has Child Find responsibility for children "thought-to-be" eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all §1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host district, or a person appointed by a court to provide such consent. If a child who is "handicapped" under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under IDEA and Chapter 14. One indication that a child is thought-to-be-eligible may include a determination by the host district, parent, or a professional that the child's educational needs cannot be met in a regular public school setting.

For children suspected as IDEA eligible students, the host district is responsible for maintaining contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student.

Educational Decision-makers

If neither the parent of a child who is eligible or thought-to-be eligible for special education nor an individual who meets the definition of parent in the IDEA can be located, the host district must appoint a surrogate parent

Transferring Students

During the §1306 student's tenure in the children's institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and district of residence may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval by PDE after notice to and an opportunity for comment by the parents of the student

If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parents are included in the IEP meeting, including informing parents they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children.

Until a new IEP is developed for the child by the IEP team including the parent, the child must receive services comparable to those in the existing IEP. The host district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress.

The parent and the host district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five school days of the student's admission to the institution. If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the 5-day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's education placement must be made without delay.

In order to facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least 2 weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host district.

In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, the program's ability to provide FAPE and comply with the other requirements of IDEA and Chapter 14 or §504 of the Rehabilitation Act and Chapters 15 or 16 of Title 22 of the Pennsylvania Code (as applicable to the individual child), and whether the program will prepare the student to meet any applicable promotion and/or graduation requirements.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Incarcerated Students - Oversight for Cumberland County Prison

- Annual Public Notice is provided to the Prison Warden and is posted on site .
- Warden facilitates completion of the following forms and forwards to Cumberland Valley School District:
 - Cumberland Valley SD Pupil Registration Form;
 - Cumberland County Prison Alternative Education Program Interview Form;
 - and Records Request Form.
- Cumberland Valley SD forwards request to the Correction Education Records Center.
- Cumberland Valley SD - 1306.2 (PDE-4605A) completed and sent to student's home school district.
- Cumberland Valley SD - while waiting for receipt of records, students are provided with instruction in alternative education course (Language Arts, Mathematics, Science, and Social Studies). Credit for Life Skills and Health /PE are given toward graduation and provided by Cumberland County Prison.
- Upon receipt of records, students will participate in one of the following :
- Cumberland Valley SD's Alternative Education Program;
- Special Education Program - as defined by Individual Educational Plan (IEP);
- or GED Program operated by Cumberland County Prison
- review Special Education documents to ensure timeline compliance - IEP, RR ;

- schedule IEP review meeting (written invitation) with student to revise/adopt educational plan appropriate to student's education needs and with respect to the limits imposed based on the prison setting
- Parents are restricted from attending meetings with their child at the Cumberland County Prison.
- Copies of final IEP, NOREP, and Procedural Safeguards are presented to the student. (Originals maintained at district office, and copies mailed to parent for review and signature.)
- Copies of the IEP and recent RR are provided to the tutor providing instruction to the student.
- Director of Special Education - remains available to oversee and provide consultative support to the student's educational program.
- Lapsed records (i.e. IEP, RR) or thought to be disabled prison - the re-evaluation process is initiated.
- Upon receipt of records, Director of Special Education / Assistant Superintendent to :
 - Review Special Education documents to ensure timeline compliance - IEP, RR ;
 - Schedule IEP review meeting (written invitation) with student to revise/adopt educational plan appropriate to student's education needs and with respect to the limits imposed based on the prison setting
 - Parents are restricted from attending meetings with their child at the Cumberland County Prison.
 - Copies of final IEP, NOREP, and Procedural Safeguards are presented to the student. (Originals maintained at district office, and copies mailed to parent for review and signature.
 - Copies of the IEP and recent RR are provided to the tutor providing instruction to the student.
 - Director of Special Education - remains available to oversee and provide consultative support to the student's educational program.
 - Lapsed records (i.e. IEP, RR) or thought to be disabled prison - the re-evaluation process is initiated.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Cumberland Valley School District provides a continuum of service and support options for students identified with a disability and need for Special Education services and/or a 504 Service Plan. The starting point on the continuum is the general education curriculum and program offerings. Through pre-screening and evaluation/identification procedures, building based teams (MDE/IEP) identify the students with disabilities and focus on designing a program to maximize positive involvement with their peers in the regular education setting and align instructional goals/objectives with the district's general education curriculum and state standards. In addition, Learning Enrichment is an option available to any student in need of enrichment and/or advancement in a general education program.

The Cumberland Valley Special Education Department is currently serving 95% of our total population of students with IEPs within the ten district buildings. The district offers a K-12 continuum of intervention levels (itinerant, supplemental and full time) and programs (Autistic Support, Emotional Support, Learning Support, Life Skills/MDS Support) to support the wide variety of student needs. Supplemental Support and related services are provided by six and one-half (7.5) school psychologists, eight (8) Speech/Language Pathologists, three (4) Occupational therapists, two (2) Behavioral Support Specialists, and two (2) Autistic Support Consultants. All students with IEPs are integral members of their school community and have equal access to participation in school activities and instructional programs, as appropriate to their educational strengths, needs, and ability to make meaningful progress toward their IEP goals and within the general education curriculum. A wide variety of supplemental support and services as well as special designed instruction are provided to support access and meaningful educational benefit to the students throughout their day.

The district has consistently dedicated resources to maintain students with disabilities in the least restrictive environment. The use of paraprofessional support (112 currently employed by the district), consultative classroom support by professional staff, physical supports, assistive technology, receptive/expressive communication devices, collaboration, modified curriculum, materials and assessments are a sampling of key supports/services provided to students with

disabilities to support access to opportunities made available to all students within the district. The district continues to evaluate its effective use of the resources by the review and analysis of their Indicator 5: Least Restrictive Environmental data. Below is a longitudinal review and analysis of Cumberland Valley's Least Restrictive Environment data.

	>= 80 % in Reg Ed			40 -79% in Reg Ed			< 40% in Reg Ed	
	District	State		District	State		District	State
2016-17	64.3%	62.4%		14.9%	9.0%		6.0%	4.9%
2015-16	66.9%	61.8%		14.4%	9.5%		4.8%	4.9%
2014-15	67.4%	62.0%		15.1%	9.5%		4.9%	4.8%
2013-2014	68.2%	62.4%		15.1%	8.9%		4.7%	4.8%
2012-13	63.2%	62.1%		16.2%	8.9%		4.8%	5.0%
2011-12	60.1%	62.4%		15.7%	9.2%		4.6%	4.3%
2010-11	57.0%	61.0%		16.6%	9.6%		5.3%	4.3%
2009-10	54.4%	57.8%		14.2%	10.5%		4.7%	4.3%
2008-09	63.2%	55.3%		13.3%	10.8%		3.3%	4.3%
2007-08	48.1%	53.0%		12.3%	11.1%		4.7%	4.4%
2006-07	43.3%	49.7%		13.7%	12.4%		4.1%	4.4%
2005-06	38.0%	47.0%		22.0%	14.0%		3.0%	4.0%
(Goal = Increase)			(Goal = Decrease)			(Goal = Decrease)		

Analysis

:

1. >= 80 % in Reg Ed : **The district is slightly above the state percentile**
 . (On Target)

2. 40 -79% in Reg Ed : There is a continual incremental increase in this category. This reflects IEP teams making instructional decisions based on student needs (intensive instructional interventions) to support annual rate of progress in targeted skill deficit areas. **(Area to improve.)**
3. < 40% in Reg Ed : This category remains very similar over time. **The district is below the state percentile. (On Target)**

In the analysis of the LRE data, the district continues to evaluate the framework used to assist IEP teams in considering the full range of supplementary aids and services includes four categories of supplementary aids and services for consideration: Collaborative, Instructional, Physical, and Social--Behavioral. Within the four categories IEP teams may employ the use of paraprofessional support, itinerant in--class support by professional staff, alternate materials and assistive technology, augmentative communication devices, collaboration, co--teaching, differentiated instruction, instructional adaptations, response to instruction and intervention (research based supplemental materials), thematic units, modified curriculum, materials and assessment, environmental modifications, social skills training, school wide positive behavior support, and individualized behavior support plans. These are some of the supplemental aides and services provided to students so they can remain in the general education environment with their non-disabled peers. The IEP team, with consideration of all appropriate Supplemental Aides and Services, remains the vehicle that guides team members in developing least restrictive placements for all children with disabilities. It is only after exhausting all the possible supports, services, and aides along with rigorous documentation and data collection that a team would begin to entertain the possibility of the need to look for an out of district placement. Specifically, there are several initiatives in place that support a high percentage of students with disabilities in the general education environment. These initiatives include Response to Instruction and Intervention (RtII) at the Elementary Level, Co-Teaching, and School Wide Positive Behavior Support initiative all support students with disabilities with participation in the general education environment.

The Cumberland Valley School District continues to plan and develop a MTSS model for reading at the elementary level. Our progress with the implementation of MtSS at the elementary level now 1) emphasizes universal screening of all students K--3 in the area of reading literacy and in K for math 2) makes effective use of all existing resources including all staff and services 3) assesses student strengths and weaknesses based on academic performance in the general education environment 4) delivers research- based early interventions in the general education environment that are based on observable, reliable, and measurable information 5) frequently and directly monitors and charts student responses to instruction and interventions 6) deemphasizes categories and labels while encouraging creativity, problem solving, and proactive support to at risk .

In the area of Autism support services, the district continues to explore opportunities to enhance current practice to support the skills necessary for students with autism to participate and benefit from their education across environments. The district has partnered with PaTTAN to participate in the Autism Initiative within targeted classrooms within our elementary programs. The Autism initiative is a system of training and consultation that facilitates the implementation of evidenced-based practices based on applied behavior analysis, which includes an analysis of verbal behavior.

The results of this partnership would 1) allow the district to implement effective interventions based upon principles of ABA, including teaching language through an analysis for verbal behavior, 2) assess student language skills and design an effective language program based on the result of skills assessment, and 3) demonstrate effective research-based teaching practices based on assessment, ongoing data collection and analysis.

The district has a significant number of students who demonstrate very complex instructional needs and most of their daily instruction is confined to intensive interventions outside of the regular education setting. While opportunities for meaningful inclusion exist, they certainly need to be expanded. The Cumberland Valley School District will continue to partner with PaTTAN and the CAIU has reached out to the PaTTAN team regarding future training and involvement in Project MAX : Maximizing Access and Learning. Project MAX: Maximizing Access and Learning is a five year plan designed to provide district administrators, teachers and families with the training and support necessary to provide students with complex instructional needs with access to and learning of general education content and curriculum, such as grade level academic standards, including the Pennsylvania Core standards. Training and technical assistance would be provided by teams consisting of: PaTTAN consultants; local IU Training and Consultative (TaC) staff, as well as BSE Advisers. Some of the general outcomes experienced include :

- Students with complex support needs will be effectively educated in general education classrooms and settings with supplementary aids and services and will receive meaningful educational benefit.
- General and special education teachers will collaborate to provide meaningful educational benefit to students with complex support needs in general education classrooms and settings.
- School administrators will demonstrate leadership skills instrumental in promoting an inclusive school community.
- Parents are welcome partners with school districts in the support of inclusive education for their child.
- School District teams will implement plans for sustainability and expansion of practices.

The universal use of UDL (Universal Design for Learning) practices in all instructional environments by all staff/administrators is central to supporting student active engagement and progress in their educational programs, thus preventing the need to search for an "alternative / more restrictive" setting. Through continued awareness training and ongoing support, Universal Design for Learning (UDL) will be more and more included as a framework in our district's curriculum development and refinement process. UDL focuses on developing flexible curricula that provides students with multiple ways of accessing content, multiple means of expressing what they learn, and multiple pathways for engaging their interest and motivation. Curriculum, as defined in the UDL literature, has four parts: instructional goals, methods, materials, and assessments. UDL is intended to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning, as well as other obstacles. UDL principles also lend themselves to implementing inclusionary practices in the classroom as UDL is about looking for natural

connections to what one is already doing that can help diversify instruction. UDL is about strategic thinking and planning with all students in mind not just for students with disabilities.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Cumberland Valley School District has adopted **School Board Policy #113**

.1 entitled Behavioral Support Policy and Implementation Guidelines and **#113.2**

entitled Discipline of Students with Disabilities. Both policies align with PDE's guidelines and procedures. All staff and community members have access to these policies posted on the district website.

The district provides information, training, and assistance to teachers and administrators regarding the analysis of student behavior and development of intervention plans. This process includes the identification of behavioral concerns, file reviews, management techniques, building and classroom level intervention plans, individual positive behavioral intervention plans, child study teams, Student Assistance (secondary level), Initial Line of Inquiry, Functional Behavioral Assessment, and linkages to outside agencies.

The district employs two fulltime Behavioral Support Consultants who provide instructional services district wide at all levels on interventions. The Consultants provide direct support to staff through on-site training and student meetings. They also maintain a web-page outlining the referral process and effective strategies in addressing student needs.

If a student is in need of restraint or intrusive procedures, this is outlined within the student's individual positive behavioral support plan (BIP). For students with an IEP, the BIP is an integral part of the student's overall educational plan. The district has three (3) certified trainers in the JKM model of Safe Crisis Management and newly added, three (3) certified trainers in QBS, Inc, Safety Care – Behavioral Safety Intervention. District and IU training opportunities in SCM are provided during both the school year and summer sessions. Safety Care – Behavioral Intervention provides training for staff in using a safe, straight forward, effective approach designed to prevent or reverse escalation and avoid restraint. Safety-Care Behavioral Intervention de-escalation skills work with those who can communicate verbally and those who can't. Because it is based on an Applied Behavior Analysis (ABA) model, Safety-Care approach is designed to avoid reinforcement of crisis behaviors.

CVSD - School-Wide Positive Behavior Support (Regular and Special Education Systems)

The Cumberland Valley School District is committed to establishment and growth of a proactive systems approach for creating and maintaining safe and effective learning environments in our schools, and providing opportunities to support all students in addressing their social/emotional skills to support their success at school and beyond the school setting. It focuses on efficient use of data to guide decisions for improving schools.

- A proactive approach to discipline that promotes appropriate student behavior and increased learning.
- A system based upon a three-tiered model (Universal, Secondary, and Tertiary).
- A research-based systems approach for establishing the social culture and behavioral supports needed for our schools to be effective learning environments for all students.
- A systems model that guides schools to design, implement, and evaluate effective school-wide, classroom and student-specific instructional plans around behavior, social skills and academics.
- A broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.

SWPBS is not a specific “model” but a compilation of effective practices, interventions, and systems change strategies that have a long history of empirical support and development, which individually have been demonstrated to be empirically effective and efficient. In addition, SWPBS has relevant applications to educating all students in schools, not just students with disabilities.

Our two (2) Behavioral Support Consultants participate in the **Pennsylvania Positive Behavior Support Network**

meetings and training sessions and in turn bring the training information back to our district building teams.

School Wide Positive Behavioral Supports targets the prevention of inappropriate behavior through teaching and reinforcing appropriate behaviors/skills across levels and grades. PA School Wide Positive Behavioral Supports is a process that aligned with the core principles of MTSS. Similar to MTSS, PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems. Both MTSS and PBIS are grounded in differentiated instruction. Each approach delineates critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels.

Cumberland Valley School District’s Progress to date :

**Intervention Established
Level**

**Emerging and Need to Finalize for
consistency**

All 10 District Buildings have established :

Tier 1	School Wide Team – Established & Trained	
	Common behavioral expectations	
	Rules posted throughout the schools	
	Instruction provided for all students	
	Bully Prevention component included	
	Annual Parent Topical Workshop(s)	
	Have been trained in Olweus program	
		Universal Data Collection System / Process

Current Interventions / Instructional options:

Tier II	In-house Certified Olweus trainer (Behavioral Consultant)
	School Counselors
	Behavioral Support Consultants (Consultative & Training Support)
	Annual Parent Topical Workshop(s)
	Targeted Lessons provided to students using Olweus standards and practices.

Current Interventions / Instructional options:

Tier III	Functional Behavioral Assessment – Building teams trained and consistent implementation K-12 in practice
	Individual Behavioral Plans developed from FBA
	Behavioral Management through Adventure (BMtA) SPARK
	Safe Crisis Management – Staff Training : Proactive Intervention and Restraint Training
	Psychiatric Consultation and/or

Evaluations available as need arises (K-12)

Current Interventions / Instructional options:

Functional Behavioral Assessment –
Building teams trained and consistent
implementation K-12 in practice

Individual Behavioral Plans developed
from FBA

Special
Education

Behavioral Management through
Adventure (ES)

Safe Crisis Management / Safety Care –
Staff Training : Proactive Intervention and
Restraint Training

Annual Psychiatric Consultation to
Emotional Support Classrooms/Staff

Establishment of Mental Health
Cooperative Partnership with the Schools.

Source : <http://www.papbs.org> & <http://www.pbis.org>

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Cumberland Valley School District is committed to work with state and local agencies and area districts to provide quality services to eligible children. The district does at times have difficulty in locating a program to ensure provision of FAPE in the LRE. Over the course of years, the district has

participated in the CASSP meetings that have resulted in the provision of FAPE in the LRE by meeting complex needs through an approved private school, residential treatment facility or local agency services that are provided at the school or home setting.

Historically, the district has been successful in locating services for students. Depending on the complexity of needs presented by the student, he/she may be placed on an interim basis until recommended services can begin. County and regional coordination is provided through the CASSP meetings.

When appropriate, representatives from county agencies are included in IEP meetings to define educational and transitional programming options. The collaborative process has the ability to improve programming options for students when there is a shared vision and shared sense of ownership in the process.

Methods: When a student experiences educational difficulties as a result of other factors, a CASSP meeting is scheduled. These meetings are a direct result of various mental health, drug alcohol, family, or psycho/social issues that severely impacts the student's ability to access programs and services as outlined on the IEP. When such problems occur, the district (generally the Director or Assistant Director of Special Education) contacts the interagency representatives who schedules a CASSP meeting. Once the parents (and students over the age of 14) consent for exchange of confidential information is secured, both the district and parents (student), as well as various agency representatives are invited to attend. The team of representatives works to design a program that meets the needs of the student's educational and human service needs. Generally, students with severe emotional disturbance who are exhibiting mental health needs, are the most challenging to place in anything but the most restrictive environments.

The District continues to review our processes to ensure FAPE for every student that enrolls within our buildings. The Cumberland Valley School District also continually reviews data and analyzes trends with out of district placements.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Cumberland County Prison	Incarcerated	Cumberland Valley School District	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Devereux Kanner Center	Other	Residential Treatment Facility	1
Diakon Wilderness Center	Approved Private Schools	Adjudicated Placement-Emotional Support	6
Elmwood Elementary School	Neighboring School Districts	Deaf and Hard of Hearing Support	3
Hilltop Academy	Special Education Centers	Full-Time Emotional Support w/Therapeutic MH/Counseling (Secondary)	6
Hilltop Academy	Special Education Centers	Full-time Emotional Support	9
Melmark	Other	Residential Treatment Facility	1
Martin Luther Elementary School	Neighboring School Districts	Full-time Emotional Support	1
NHS Autism School-Carlisle	Approved Private Schools	Full-Time Autistic Support	2
Prospect Grove High School	Other	Adjudicated Placement-Emotional Support	1
River Rock Academy	Other	Alternative Education-Itinerant Emotional Support	5
The Vista School	Approved Private Schools	Full-Time Autistic Support	9
Western Pennsylvania School for Deaf	Approved Private Schools	Deaf and Hard of Hearing Support	1
Yellow Breeches Education Center	Other	Full-time Emotional Support	9
Hilltop Academy-CAIU	Special Education Centers	Full-time Autistic Support	1
New Story	Approved Private Schools	Full-time Autistic Support/Emotional Support	4
Red Land High School	Neighboring School Districts	Full-time Autistic Support	1
Central Dauphin East High School	Neighboring School Districts	Full-time Emotional Support	3
Central Dauphin Middle School	Neighboring School Districts	Full-Tme Autistic Support	1
Dillsburg Elementary School	Neighboring School Districts	Full-time Autistic Support	3

Instruction in the home	Instruction in the Home	Full-Time MDS	2
Mechanicsburg Middle School	Neighboring School Districts	Itinerant Deaf and Hard of Hearing Services	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	15	0.9
Locations:				
Green Ridge Elementary (AC)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	2	0.1
Locations:				
Green Ridge Elementary (AC)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	12	0.9
Locations:				
Green Ridge Elementary (KG)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	2	0.1
Locations:				
Green Ridge	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	7	1
Locations:				
Green Ridge Elementary (KD)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	43	1
Justification: Speech and language services are provided in smaller groups that adhere to the age range guidelines.				
Locations:				
Green Ridge Elementary (AA)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	19	1
Locations:				
Hampden Elementary (GP)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 21, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	12	0.9
Locations:				
Hampden Elementary (RF)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	2	0.1
Locations:				
Hampden Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	1
Locations:				
Middlesex Elementary (MEG)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	18	1
Locations:				
Middlesex Elementary (KR)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	9	1
Locations:				
Middlesex Elementary (AY)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	12	1
Locations:				
Middlesex Elementary (DD)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 21, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	6	0.7
Locations:				

Middlesex Elementary (KS)	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	3	0.3
Locations:				
Middlesex Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	8	0.7
Locations:				
Middlesex Elementary (BO)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	3	0.3
Locations:				
Middlesex Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	10	0.8
Locations:				
Monroe Elementary (LF)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	3	0.2
Locations:				
Monroe Elementary (LF)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: Class and Position**Implementation Date: August 21, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	12	0.5
Locations:				
Monroe Elementary (LH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	5	0.5
Locations:				
Monroe Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

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

Program Position #17 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 21, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	6	1
Locations:				
Shaul Elementary (JE)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	6	1
Locations:				
Monroe Elementary (CG)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	9	1
Locations:				
Shaul Elementary (NH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class and Position**Implementation Date: August 21, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	12	0.8
Locations:				
Shaul Elementary (AH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	3	0.2
Locations:				
Shaul Elementary (AH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	6	1
Locations:				
Shaul Elementary (SH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22*Operator: School District***PROGRAM SEGMENTS**

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

Program Position #23 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 21, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	6	0.9
Locations:				
Shaull Elementary (MK)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 11	1	0.1
Locations:				
Shaull Elementray	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 21, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	19	0.8
Locations:				
Sporting Hill (JS)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	2	0.2
Locations:				
Sporting Hill (JS)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 21, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	15	0.8

Locations:				
Sporting Hill (SC)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	3	0.2
Locations:				
Sporting Hill (SC)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 22, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	10	1
Locations:				
Middlesex Elementary (CS)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	15	0.8
Locations:				
Silver Spring Elementary (KK)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	0.2
Locations:				
Silver Spring Elementary (KK)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	14	0.8
Locations:				
Silver Spring (BR)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	3	0.2
Locations:				
Silver Spring (BR)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	20	0.6
Locations:				
Eagle View Middle School (MS)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.4
Locations:				
Eagle View Middle School (MS)	A Middle School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	22	0.5
Locations:				
Eagle View Middle School (KL)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning	11 to 14	5	0.5

but More Than 20%)	Support			
Locations:				
Eagle View Middle School (KL)	A Middle School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	18	0.8
Locations:				
Eagle View Middle School (KG)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.2
Locations:				
Eagle View Middle School (KG)	A Middle School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	18	0.8
Locations:				
Eagle View Middle School (LS)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.2
Locations:				
Eagle View Middle School (LS)	A Middle School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	11 to 14	15	1
Locations:				
Eagle View Middle School (JA)	A Middle School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	15	0.8
Locations:				
Eagle View Middle School (RK)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.2
Locations:				
Eagle View Middle School (RK)	A Middle School Building	A building in which General Education programs are operated		

Program Position #36 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	10	0.5
Locations:				
Eagle View Middle School (EB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	9	0.5
Locations:				
Eagle view Middle school	A Middle School Building	A special education Center in which no general education programs are operated		

Program Position #37*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	4	1
Locations:				
Eagle View Middle School (GG)	A Middle School Building	A building in which General Education programs are operated		

Program Position #38*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	7	1
Locations:				
Eagle View Middle School (BS)	A Middle School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	13	0.7
Locations:				
Good Hope Middle School (SJ)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.3
Locations:				
Good Hope Middle School (SJ)	A Middle School Building	A building in which General Education programs are operated		

Program Position #40 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	17	0.8
Locations:				
Cumberland Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.2
Locations:				
Cumberland valley School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #41*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	14	1
Locations:				
Good Hope Middle School (MC)	A Middle School Building	A building in which General Education programs are operated		

Program Position #42 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	14	0.8
Locations:				
Good Hope Middle School (JC)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.2
Locations:				
Good Hope Middle School (JC)	A Middle School Building	A building in which General Education programs are operated		

Program Position #43 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	15	1
Locations:				
Eagle View (AJ)	A Middle School Building	A building in which General Education programs are operated		

Program Position #44*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	11	1
Locations:				
Good Hope Middle School (RH)	A Middle School Building	A building in which General Education programs are operated		

Program Position #45*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	6	1
Locations:				
Good Hope Middle School (KM)	A Middle School Building	A building in which General Education programs are operated		

Program Position #46*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	21	1
Locations:				
Cumberland Valley High School (MM)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #47*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	25	1
Locations:				
Cumberland High School (DC)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #48 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 21, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	22	0.8

Locations:				
Cumberland Valley High School (CC)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.2
Locations:				
Cumberland Valley High School (CC)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #49 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	13	0.8
Locations:				
Eagle View Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.2
Locations:				
Eagle View Middle School (BL)	A Middle School Building	A building in which General Education programs are operated		

Program Position #50

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	9	1
Locations:				
Cumberland Valley High School (LM)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #51 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	1
Locations:				

Good Hope Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #52 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	9	0.8
Locations:				
Cumberland Valley High School (DB)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.2
Locations:				
Cumberland Valley High School (DB)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #53 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	16	0.7
Locations:				
Cumberland Valley High School (VK)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.3
Locations:				
Cumberland Valley High School (VK)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #54 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	0.7

Locations:				
Cumberland Valley High School (JH)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.3
Locations:				
Cumberland Valley High School (JH)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #55 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	13	0.7
Locations:				
Cumberland Valley High School (DF)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	4	0.3
Locations:				
Cumberland Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #56 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	5	0.3
Locations:				
Cumberland Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #57*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	13	1
Locations:				
Cumberland Valley High School (JB)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #58 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	13	0.9
Locations:				
Cumberland Valley High School (LB)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	5	0.1
Locations:				
Cumberland Valley High School (LB)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #59*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	14	1
Justification: The itinerant emotional support program provides services to the entire high school. Individual or small group sessions are conducted to address replacement behaviors. These sessions are within age range.				
Locations:				
Cumberland Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #60*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	10	1
Locations:				
Cumberland Valley High School (LF)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #61*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 20	7	1
Locations:				
Cumberland Valley High School (TB)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #62 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 21, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	10	0.5
Locations:				
Cumberland Valley High School (LH)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 18	2	0.5
Locations:				
Cumberland valley High School (AF)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #63 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 21, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	9	0.5
Locations:				
Cumberland Valley High School (AB)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	17 to 21	3	0.5
Locations:				
Cumberland Valley High	A Senior High	A building in which General Education		

School (AB)	School Building	programs are operated		
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Program Position #66*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	14 to 18	6	1
Locations:				
Cumberland Valley High School (LM)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #67*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 20	7	1
Locations:				
Cumberland Valley High School (SC)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #68*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	8	1
Locations:				
Cumberland Valley High School (BC)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #69 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	20	0.9
Locations:				
Cumberland Valley High School (AR)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.1
Locations:				
Cumberland Valley High School	A Senior High	A building in which General		

(AR)	School Building	Education programs are operated		
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Program Position #70*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	43	1
Justification: Speech and Language therapist provides services to the entire building. Smaller therapy groups are arranged and they do not exceed the age range requirement.				
Locations:				
Monroe Elementary (VL)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #71*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	59	1
Justification: Speech and Language therapist provides services to the entire building. Smaller therapy groups are arranged and they do not exceed the age range requirement.				
Locations:				
Middlesex Elementary School (LW)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #72*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	35	1
Justification: Speech and Language therapist provides services to the entire building. Smaller therapy groups are arranged and they do not exceed the age range requirement.				
Locations:				
Shaul Elementary (SP)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #73*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	44	1
Justification: Speech and Language therapist provides services to the entire building. Smaller therapy groups are arranged and they do not exceed the age range requirement.				
Locations:				
Cumberland Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #74 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 21, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	26	0.5
Justification: Speech and Language therapist provides services to the entire building. Smaller therapy groups are arranged and they do not exceed the age range requirement.				
Locations:				
Sporting Hill Elementary (MC)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #75*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	27	0.5
Justification: Speech and Language therapist provides services to the entire building. Smaller therapy groups are arranged and they do not exceed the age range requirement.				
Locations:				
Hamden Elementary School (LC)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	15	0.5
Locations:				
Good Hope Middle School (LC)	A Middle School Building	A building in which General Education programs are operated		

Program Position #76*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	20	0.5
Justification: Speech and Language therapist provides services to the entire building. Smaller therapy groups are arranged and they do not exceed the age range requirement.				
Locations:				
Silver Spring Elementary (AW)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	21	0.5
Locations:				

Eagle View Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #77 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* May 9, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 8	8	0.4
Locations:				
Multiple Buildings	An Elementary School Building	A building in which General Education programs are operated		

Program Position #78 - Proposed Program*Operator:* Outside Contractor for the School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* May 9, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	4	0.08
Locations:				
Multiple Buildings	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 12	3	0.08
Locations:				
Multiple Buildings	A Middle School Building	A building in which General Education programs are operated		

Program Position #79*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	13	1
Locations:				
Good Hope Middle School (JG)	A Middle School Building	A building in which General Education programs are operated		

Program Position #80 - Proposed Program*Operator:* School District

PROPOSED PROGRAM INFORMATION*Type: Class and Position**Implementation Date: August 21, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	17	0.8
Locations:				
Cumberland Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.2
Locations:				
Cumberland Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #81 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class and Position**Implementation Date: February 16, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	19	1
Locations:				
Good Hope Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #82 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 24, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	9	1
Locations:				
Cumberland Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #83 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 22, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	6	1
Locations:				
Good Hope Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #84 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	4	1
Locations:				
Cumberland Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #85 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	6	1
Locations:				
Green Ridge Elementary (HJ)	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Adminstrative Assistant	District Office	2
Paraprofessional	Eagle View	13
Paraprofessional	Middlesex	12
Paraprofessional	Sporting Hill	4
paraprofessional	High School	23
paraprofessional	Monroe	6
Paraprofessional	Shaull	11
paraprofessional	Green Ridge	9

Paraprofessional	Hampden	2
paraprofessional	Silver Spring	3
Paraprofessional	Good Hope	13
Director of Special Education	Distirct Office/District Wide	1
Special Education Supervisors	district wide	4
Behavior Support Consultants	Multiple Buildings	2
Autistic Support Consultants	Multiple Buildings	2
School Psychologist	multiple buildlings	8.5
Occupational Therapists	Multiple Buildings	4

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Audiology	Intermediate Unit	2.7 Hours
Employment Skills Training	Intermediate Unit	2.3 Days
Occupational Therapist	Intermediate Unit	2 Hours
Physical Therapy	Intermediate Unit	4 Days

District Level Plan

Special Education Personnel Development

Autism

Description	K-12 Programmatic Enhancements:
	2018-2019
	<ul style="list-style-type: none"> • PATTAN Autism Initiative- Continued Collaboration / Training with PATTAN with target staff (to include 1 Autism Specialist) in all of the district Verbal Behavior Autism Program (4 bldgs). • K-12 analysis of pragmatic/social skills instruction within current programs and realignment of delivery of pragmatic skills • Review of the need for additional supports to address students with Autism at the itinerant level
	2019-20
	<ul style="list-style-type: none"> • PATTAN Autism Initiative-Continued consultation and training with PATTAN and training of any new staff in these programs. Review of program implementation (efficacy) • Implement pragmatic/social skills trainings based on 2018-2019 analysis. • implementation of additional supports to address students with Autism at the itinerant level
	2020-21
	<ul style="list-style-type: none"> • PATTAN Autism Initiative-Continued consultation and training with PATTAN and training of any new staff in these programs. Continued review of program implementation (efficacy) and student data to continue further growth and /or other enhancements addressing needs. • Implement pragmatic/social skills trainings based on 2018-2019

	<p>analysis.</p> <ul style="list-style-type: none"> Review of additional supports to address students with Autism at the itinerant level <p>2021-22</p> <ul style="list-style-type: none"> Three Year Programmatic review of implemented changes and training initiatives and establish a plan for sustaining growth and determine future needs.
Person Responsible	Special Education Administration, Autism Specialists, and consultation with IU and PATTAN Specialists
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	8
# of Participants Per Session	10
Provider	PATTAN
Provider Type	PaTTAN Staff, IU staff, district Staff, contracted provider or higher education staff
PDE Approved	Yes
Knowledge Gain	<p>With the district participating in the PaTTAN Autism Initiative the following outcomes should be expected:</p> <ol style="list-style-type: none"> The district will implement effective interventions based upon principles of ABA, including teaching language through an analysis of verbal behavior. The district will assess student language skills and design an effective language program based on the results of skills assessment. The district will demonstrate effective research-based teaching practices based on assessment, ongoing data collection and analysis.
Research & Best Practices Base	The PaTTAN Autism Initiative is a system of training and consultation that facilitates the implementation of evidence-based practices base on applied

	<p>behavior analysis, which includes an analysis of verbal behavior. The principles of Applied Behavior Analysis and the analysis of verbal behavior are used to teach language and other core skills to children with autism.</p> <p>Research and best practice indicate that a strong pragmatic/social skills program needs to be imbedded within any Autistic Support Program.</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Podcast</p> <p>Online-Synchronous</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>New Staff</p>

	Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Data analysis of individual students and student groupings to monitoring growth and program efficacy.
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio Data collection / Progress Monitoring

Behavior Support

Description	K-12 Program Enhancements: 2018-2021: Special Education Staff will: <ul style="list-style-type: none"> • receive training/refresher training in how to conduct and write a functional behavioral assessments • receive training/refresher training on how to write a positive
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	<p>behavioral support plan with all required components</p> <ul style="list-style-type: none"> • receive training on how to define and instruct replacement behaviors and with effective data collection routines • be offered training/refreshers training in Safe Crisis Management/Safety Care • Increase the use of de-escalation strategies <p>School Based Mental Health Services:</p> <p>2018-2019:</p> <ul style="list-style-type: none"> • Review of mental health services within each building • Needs assessment to determine gaps • Increase awareness of de-escalation strategies <p>2019-2020:</p> <ul style="list-style-type: none"> • Collection and analysis of data to determine effectiveness of program • Implementation of changes to address gaps • Review and continued training in de-escalation strategies <p>2020-2021:</p> <ul style="list-style-type: none"> • Continued refinement of procedures and practices within the school based mental health model • Implementation and review of changes implemented • Review and continued training in de-escalation strategies <p>2021-2022:</p> <ul style="list-style-type: none"> • Continued refinement of procedures and practices within the school based mental health model
Person Responsible	Special Education Administration
Start Date	7/1/2018

End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	6
# of Participants Per Session	50
Provider	PaTTAN Staff, IU staff, district staff, contracted provider or higher education staff
Provider Type	PaTTAN Staff, IU staff, district Staff, contracted provider or higher education staff
PDE Approved	Yes
Knowledge Gain	<p>Staff will be able to :</p> <ul style="list-style-type: none"> • Identify needs and increase application / use of tiered levels of instructional interventions / supports for students demonstrating behavior/emotional needs (regular education and special education) within the student's home building. • Analyze behavioral data to define functions of behaviors and apply effective interventions (i.e. antecedent, replacement instruction, consequences) as aligned to best practice. • Identify and use de-escalation strategies to address students' behaviors <p>District School Wide Positive Behavioral Support :</p> <ul style="list-style-type: none"> • Ensure consistency across buildings and create opportunities to enhance the tiered levels of behavioral/social-emotional supports and interventions throughout our K-12 programming. • Develop and enhance our data collection process (district wide) to identify early indicators of students in need and align effective interventions in a proactive manner to promote and sustain positive social/emotional growth and engagement in the learning process. • Continue to build school staff in the use of de-esclation strategies

Research & Best Practices Base	<p>Resources:</p> <ul style="list-style-type: none"> • <u>Functional Assessment and Program Development for Problem Behavior: A Practical Handbook (3rd Edition)</u> by Robert O'Neill, Richard Albin, Keith Storey, Robert Horner, and Jeffrey Sprague • <u>Handbook of Evidence-Based Practices for Emotional and Behavioral Disorders: Applications in Schools</u> by Hill Walker and Frank Gresham
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Online-Synchronous Online-Asynchronous Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists</p>

	Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Collection and analysis of data
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Collection and analysis of data

Paraprofessional

Description	Paraeducators are required to have 20 hours of staff development annually. Cumberland Valley School District will provide annual training for all paraeducators to attain and maintain 100% level of highly qualified personnel.
Person Responsible	Special Education Administration
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	9
# of Participants Per Session	112
Provider	PaTTAN Staff, IU staff, district staff, contracted provider or higher education staff
Provider Type	PaTTAN Staff, IU staff, district Staff, contracted provider or higher education staff
PDE Approved	Yes

Knowledge Gain	<p>Upon completion of trainings provided to all district paraprofessionals, each participant will:</p> <ul style="list-style-type: none"> • identify goals of the training • be able to apply it to their job assignment
Research & Best Practices Base	Activities and training is aligned to district programmatic needs and state guidelines for paraprofessional training requirements.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Online-Synchronous</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>

	High (grades 9-12)
Follow-up Activities	Annual Paraprofessional and Professional staff survey to define and target future training needs.
Evaluation Methods	<ul style="list-style-type: none"> • Participant survey • Direct observation (by classroom teachers and administration) of paraprofessional performance across settings. Annual district level evaluation completed. On going documentation and feedback regarding each paraprofession's progress and annual attainment of the required 20 hrs of training.

Reading

Description	<p>Professional Training in Assessment Administration, Interpretation, and Analysis of Data for instructional planning and Progress Monitoring</p> <p>Special Education Staff will receive :</p> <ul style="list-style-type: none"> • training in the administration of diagnostic assessments; • training in the scoring and data analysis; • training in the design of clearly defined instructional goals (aligned to PA Core Standards); • training in the application and use of the key elements of Universal Design for Learning to enhance their daily lesson planning and instructional delivery. (Staff will continue to be held accountable for use of explicit instructional techniques in their daily practice.) • training in effective progress monitoring practices (i.e. methods, frequency, and documentation)
Person Responsible	Special Education Administration
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	9
# of Participants Per Session	50
Provider	PaTTAN Staff, IU staff, district staff, contracted provider or higher education staff
Provider Type	PaTTAN Staff, IU staff, district staff, contracted provider or higher education staff
PDE Approved	Yes
Knowledge Gain	<ul style="list-style-type: none"> • Upon completion of these systematic trainings, all special education teachers will be able to perform diagnostic assessments in the area of reading, writing and math skills and use the scores obtained from these diagnostic scores to help drive instruction. • Automatizing the cyclical nature of targeted data collection, analysis, and instructional planning to support student attainment (mastery) of targeted skills aligned to core standards. • Staff will apply and refine their instructional practice to increase student engagement and rate of skill attainment (mastery).
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Professional Learning Communities</p>

Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans

Transition

Description	<p>The district will train / retrain all secondary special education staff (grades 7/8 - 12) and secondary school counselors in the use of a multi-year (cyclical) transition planning process to include :</p> <ul style="list-style-type: none"> • Annual assessment activities to clarify student's interests and strengths or aptitudes; • Identification of Post-secondary Outcomes (Post secondary training, Employment, and/or Independent Living); • Identification of education, training, and experiences required to attain identified outcome; • Identification of academic and non-academic skill prerequisites for
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	<p>required education, training, and experience;</p> <ul style="list-style-type: none"> • Assessment of student's present academic and nonacademic skill levels and rates of acquisition of new skills in each pre-requisite skill area; • Development of present levels and measurable annual goals for each transition related academic and non-academic skill area identified; • Development of "appropriate measurable postsecondary goals". <p>LEA training with secondary level administration to include :</p> <ul style="list-style-type: none"> • Key indicators (i.e. required information / elements) in a student's IEP to ensure compliance with IEP development as required by state and federal guidelines. • Review of legal requirements of process and product. <p>Training Plan :</p> <ul style="list-style-type: none"> • 2018-19 : Training and 1-1 Staff Support • 2019-2020 : Training (new staff) and Targeted Monitoring (Staff - Self Assessment / Sp. Ed. Supervisor/LEA - Monitoring each IEP for Compliance) • 2020-2021 Training (new staff) and Targeted Monitoring (Staff - Self Assessment / Sp. Ed. Supervisor/LEA - Monitoring each IEP for Compliance)
Person Responsible	Special Education Administration
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	8
# of Participants Per Session	50

Provider	PaTTAN Staff, IU staff, district staff, contracted provider or higher education staff
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Secondary staff responsible for the annual development and implementation of IEPs for students' of transition age will consistently include the following components in these IEPs :</p> <ul style="list-style-type: none"> • Assessment of student's present academic and nonacademic skill levels and rates of acquisition of new skills in each pre-requisite skill area; • Assessment data activities to clarify student's interests and strengths or aptitudes; <ul style="list-style-type: none"> ○ Assess the student ○ Assess current and future environments ○ Compare the student's current strengths, needs, preferences, and interests with the demands of the desired future environments. <ul style="list-style-type: none"> ▪ A good match - plan goal(s) accordingly and establish monitoring of progress; ▪ A possible but not definite match - plan should include goal(s) with accommodations, supports, assistive technology, or instruction; ▪ A poor match (even with supports) - should signal the team to further assessment for better alignment. • Identification of Post-secondary Outcomes (Post secondary training, Employment, and/or Independent Living); • Identification of education, training, and experiences required to attain identified outcome; • Identification of academic and non-academic skill prerequisites for required education, training, and experience; • Development of present levels and measurable annual goals for each transition related academic and non-academic skill area identified; • Development of "appropriate measurable postsecondary goals". • Develop Graduation Plan (i.e. a four to seven year course of regular and

special education study, and a list of programs and services, that are directly tied to measurable post-secondary goals). Questions to be addressed by this plan :

- Will the student graduate based on standards? (i.e. Attainment of proficient or advanced in all required Keystone Exams and completion of all required standards-based high school course work. Four year course of study should be defined aligned to post-secondary transition goal.)
- Will the student graduate based on criteria other than the standards? If yes, options the IEP team will need to define/consider : **a)** The student will participate in the Keystone Exams for ESEA compliance (Alg. I and Eng. Language Arts), but is not expected to score proficient or advanced, and he or she will not participate in remediation, re-testing, or project-based assessment if his her score is sub-proficient. and/or **b)** The student will participate in the Keystone Exams for ESEA compliance, but he or she is not required to score proficient or advanced in all of them. and/or **c)** The student will not participate in all of the required standards-based high school course work. and/or **d)** The student will participate in the alternative assessment (PASA).
- Will the student graduate with his or her ninth grade cohort? If not, options the IEP team will need to define : **a)** The student will graduate based on standards prior to the end of the school term during which he or she turns 21, but the attainment of standards along with meeting all of his or her needs for replacement instruction, modified curriculum, and adaptations will require additional time beyond the 12th grade year. The student will graduate prior to **b)** The student will graduate prior to the end of the school term during which he or she attains age 21 based on the attainment of measurable skills and participation in programs and services expressly linked to measurable post-secondary goals. **c)** The student will continue his or her education through the end of the school term during which he or she attains age 21.

Following overview training, LEA and School Counselors will be able to identify key components of a clearly written Transition level IEP (PLAAPS; Transition Plan; and Graduation Plan) and provide input and feedback to the IEP team based on

	their professional skills sets and assigned responsibilities to the student.
Research & Best Practices Base	<ul style="list-style-type: none"> • Compliance with State and Federal Guidelines for Transition Planning • PATTAN and Local IU Resources • Indicator 13 Training Resource (provided by CAIU & PATTAN staff) : 2017-18 School Year
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Online-Synchronous</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>

Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Indicator 13 Checklist : Staff - Annual Self Evaluation and Action Plan for Improvement LEA / Sp. Ed Supervisor - Monitor / Feedback /Provide 1-1 Support to staff in need.</p>
Evaluation Methods	<p>Classroom student assessment data</p> <p>Indicator 13 Checklist : LEA / Sp. Ed Supervisor - Multiple Random Checks / Individual feedback to staff (Positive ; Areas for Improvement)</p>

Special Education Affirmations

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

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

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

Affirmed by Gaynelle Angelo on 5/2/2018

Board President

Affirmed by Gaynelle Angelo on 5/4/2018

Superintendent/Chief Executive Officer