

South Middleton SD  
**Special Education Plan Report**  
07/01/2019 - 06/30/2022

# District Profile

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## Demographics

Administration Office, Suite 100  
 4 Academy Street  
 Boiling Springs, PA 17007-9523  
 717-258-6484  
 Superintendent: Matthew Strine  
 Director of Special Education: Janette Fulton

## Planning Committee

Name	Role
Melanie Shaver - Durham	Administrator : Special Education
Matthew Strine	Administrator : Special Education
Joel Hain	Building Principal : Professional Education Special Education
Jessica Petronis	Ed Specialist - School Psychologist : Special Education
Megan Capuano	Elementary School Teacher - Special Education : Special Education
Mandi Abernathy	High School Teacher - Special Education : Special Education
Janette Fulton	Special Education Director/Specialist : Professional Education Special Education
Kim Spisak	Special Education Director/Specialist : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 317

### *Identification Method*

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

South Middleton School District uses the severe discrepancy model with analysis of intra-individual differences when identifying students with a specific learning disability. South Middleton School District does not have a Pennsylvania state approved Response to Instruction and Intervention (RtI) school for identifying students with a specific learning disability.

South Middleton School District strictly adheres to the Pennsylvania Special Education Regulations (Chapter 14.125) which outline the criteria for identification of specific learning disabilities. PA Chapter 14 criteria are derived from the Federal Individuals with Disabilities Education Act 2004 (IDEA) regulations.

When identifying students with specific learning disabilities, the District continues to follow the recommendations supported by the National Joint Committee on Learning Disabilities (NJCLD) which include comprehensive assessments using multiple measures. Students are individually and comprehensively assessed using current psycho-metric instruments as well as curriculum based measures. Following the NJCLD model, the District uses not only the discrepancy model, comparing intellectual ability and academic achievement, but analyzes the student's profile to identify intra-individual differences which include areas of strength, weakness, and processing deficits that may be contributing to learning difficulties.

Following state and federal regulations to determine if a student exhibits a specific learning disability, District staff analyzes the student's performance to determine 1) whether the student is not achieving adequately for his/her age or is not meeting the State approved grade level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, or math problem solving; 2) The disability is not primarily the result of other factors such as a visual, hearing, or orthopedic disability, intellectual disability, emotional disturbance, environmental or economic disadvantage, or limited English proficiency; 3) the process was based on one of the following procedures: A) use of a process based on the student's response to a scientific, research-based intervention which includes documentation that the student received high quality instruction in the general education setting; that research based interventions were provided to the student; and that the student's progress was routinely monitored or B) use of a process that discerns if there

is a severe discrepancy between intellectual ability and academic achievement or relative to age or grade; and 4) to make sure any underachievement in a student suspected of having a specific learning disability is not the result of a lack of appropriate instruction, the District must have documentation that A) either prior to or during the evaluation period, the student was provided research-based instruction in the general education setting by qualified staff which is supported by observations of classroom instruction and B) consistent progress monitoring was completed during instruction and provided to the student's parents.

To ensure underachievement in a student suspected of a disability is not the result of a lack of appropriate instruction in reading or mathematics, documentation that scientifically-based instruction was provided in the general education classroom by qualified staff is obtained through various routine classroom observations typically conducted by the school guidance counselor or school psychologist. Additionally, in grades K-8, all students are assessed using periodic benchmarks (easyCBM) to ensure they are making progress. Benchmark assessments are administered three times per school year with review of student performance by individual school teams to determine if any students are at-risk. If students are identified as at-risk based on the benchmark assessments, additional data on that student is obtained to identify if additional interventions are warranted. At-risk students are also progress monitored by easyCBM probes in the area of risk.

For students in grades K-5 who are not making appropriate progress based on classroom or benchmark performance, additional research-based interventions, such as the 95% program, are implemented through the Multi-tiered System of Supports (MTSS) process during scheduled instructional periods. Monitoring of these students' progress is conducted on a daily, weekly, or biweekly basis. If progress monitoring indicates the student is not making adequate progress, the Child Study Team convenes to further analyze student data and discuss progress. As a result, the student may receive an intervention with increased intensity, be provided a different intervention, or be referred for a psycho-educational evaluation as determined by a team. The Child Study Team consists of teachers, building administrator, assistant special education director, the child's teacher, parents/guardian, school counselor, and school psychologist.

At the middle school level, grades 6-8, needed interventions are identified and implemented by the student's team of teachers. A flexible resource period is provided to all students during which they are able to receive help from regular education staff. Eighth grade curriculum provides a differentiated strand of reading instruction for students who have not yet shown proficiency with grade level standards. An after-school optional homework support intervention provided by highly qualified staff is available for students who wish to take advantage of or are referred for this resource. Counselors provide small group direct instruction for acquisition of organizational skills and strategies as a tier 2-3 intervention. iMPACT program provides intention intervention for our most at-risk students and is based on grades, rate of work completion, attendance, and failures.

At the high school level, grades 9-12, scaffolded supports and differentiated programming address students' needs who exhibit deficits in grade level skills. A flexible resource period is provided to all students during which they are able to receive help from regular education staff. Based on data, students who identify the greatest need but who are not identified for special education services are

scheduled into sections of regular education classes in which additional support is available. Hybrid learning models are available for students who are not meeting with success in the regular education environment, including cyber-blend model and full-cyber proctored by district staff.

For all grade levels and at any time during the early intervening or intervention time period, a parent may request an evaluation of their child. When a parent request for an evaluation is received, the school team is convened within 10 days of the request to address parent concerns and determine if a PTE will be issued.

Following the administration of the assessments and compilation of all relevant data, the student's performance results are analyzed and a comprehensive Evaluation Report (ER) is generated, which is provided at no cost to the parents/guardians. The evaluation consists of data derived from review of the student's educational history, the student's performance in the classroom, progress monitoring, observations, performance on cognitive measures, performance on standardized and curriculum based academic measures, as well as parent input. Based on the student's performance in all the aforementioned areas, a list of strengths and needs is identified as it relates to the educational environment. If the student is determined to be a child with a disability, appropriate special education and related services are identified through an Individual Education Program (IEP) development meeting.

## *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>

Based on the most recent data, school year 2017-2018, the South Middleton School District demonstrates disproportionality in the percentage of students identified as having a speech or language impairment when compared to the State's percentage of students. To address the disproportionality of students identified with a speech or language impairment, the District has developed a four-pronged improvement plan. Professional development will be provided to speech and language staff district-wide with a focus of distinguishing between speech and language impairment as a secondary disability versus as related service for a primary disability. Critical evaluation of the root cause of the student's speech and language needs prior to IEP development should help the district to better identify student disabilities ultimately resulting in improved LRE data. The special education department will conduct an audit of existing IEPs to discern the appropriateness of speech or language impairment as a secondary disability and revise existing IEPs as needed. The primary grades speech clinician will employ short-term speech and language interventions and will progress monitor these interventions to avoid overuse of speech and language evaluations and resulting in IEPs for students whose needs may have been addressed through targeted intervention. Management of the short-term targeted interventions will take place through the school's MTSS team. The District will articulate and employ a more succinct plan of

action for exiting students who no longer meet criteria of having a speech or language impairment at an appropriate time as opposed to waiting on the re-evaluation cycle to occur.

<b>Enrollment (School Age)</b>		
<b>School Year 2017-2018</b>		
	<b>LEA</b>	<b>State</b>
<b>Total Enrollment</b>	2,134	1,721,195
<b>Special Education Enrollment</b>	295	290,986
<b>Percent Special Education</b>	13.8%	16.9%
<b>Percent Special Education by Enrollment</b>		
<b>Autism</b>	13.6%	11.0%
<b>Deaf-Blindness</b>	---	0.0%
<b>Emotional Disturbance</b>	6.8%	8.6%
<b>Hearing Impairment</b>	---	0.9%
<b>Intellectual Disability</b>	6.4%	6.4%
<b>Multiple Disabilities</b>	---	1.1%
<b>Orthopedic Impairment</b>	---	0.2%
<b>Other Health Impairment</b>	10.5%	15.7%
<b>Specific Learning Disability</b>	40.7%	40.9%

<b>Speech or Language Impairment</b>	20.7%	14.5%
<b>Traumatic Brain Injury</b>	---	0.2%
<b>Visual Impairment</b>	---	0.4%

### *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?

At this time, there are no 1306 facilities within South Middleton School District. In the event a facility would locate within the District, South Middleton would fully comply with all requirements of IDEA 2004 and PA Chapter 14 to meet its obligation under Section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Students in the Non-Educational Placements 22 Pa.Code Section 14.102. Specifically, South Middleton School District would comply with its Child Find obligation to locate and identify any student who has a disability; implement appropriate evaluation and/or screening measures to determine eligibility for special education services; develop or review and revise, as appropriate, any student's Individual Education Program (IEP); and provide FAPE as per the IEP. If allowable by the facility placement, opportunities to attend the school district for a full or partial day would be considered. To ensure FAPE is being provided in the least restrictive environment, communication and networking with outside agencies and programs may need to occur. To monitor that the student is making appropriate progress, quarterly progress monitoring reports would be requested by the District.

If a facility would locate within South Middleton School District, the District would provide to the facility copies of the Annual Public Notice. The District would develop a process that would include ongoing communication with the facility to ensure all students who may be eligible for special education services are located, identified, and evaluated. To assist in identifying if a student has been previously identified as a student with a disability, the District can contact the Pennsylvania Department of Education's PennData Records Center at (717) 541-8575 or 1-800- 945-7854 to obtain pertinent information. The District is responsible to provide FAPE to all school-aged students through age 21 years. Students who turn 21 years of age during the school term are entitled to finish that school term.

Any barrier that may exist in limiting the District's ability to meet its obligations under Section 1306 of the Public School Code could be addressed through ongoing communication and collaboration with the facility staff on a consistent basis so any new student entering the facility is made known to the District. The District would collaborate with any outside agency or program as appropriate in meeting the needs of the students. If the District did encounter a barrier in meeting its obligations to students assigned to a 1306 facility, it would contact the PA Department of Education for guidance.

### *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).

Although no correctional institution is currently located in the District, if one did exist, the District would comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school-age individuals housed within the facility. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, the Director of Special Education or designee would work collaboratively with the warden of each facility to provide the special education services to incarcerated school-age individuals by:

1. complying with the "child-find" obligations of IDEA;
2. utilizing appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. implementing timely review and/or development of Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards;
4. providing FAPE in conformity with the IEP.

Further, if a correctional institution was located in the District, the District would have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notices under Section 14.121. The District would send their annual public notices to the warden of each county jail or prison within their jurisdictions. Additionally, the District would develop a systematic, on-going means of communicating with the institution to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, the District could obtain information from the PA Department of Education's PennData database to determine whether school-age inmates have been previously identified as eligible for special education by

contacting the Records Center at 717-541-8575 or 1-800-945-7854.

Finally, Section 614(d)(6)(B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of section 612(a)(5)(A) and 614(d)(1)(A)(least restrictive environment) if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. Where the continued delivery of services in a student's IEP is superseded by the duty of the local correctional institution to maintain and control security, the school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

The District recognizes its operational responsibility to offer FAPE to each student who is eligible for special education until the student or students turns 21. Students who turn 21 after the beginning of the school year are entitled to finish that school term.

The District would identify a team of specific staff members, consisting of a school psychologist, Director of Special Education, Assistant Director of Special Education, special education teacher, general education teacher, and school counselor, who would be responsible to ensure the Annual Public Notice is delivered to institution, consistently communicate with the institution's staff to identify newly placed incarcerated students and locate all documents relevant to already eligible students. The team would also be responsible to ensure that screening measures are in place to assess newly placed students to fulfill its Child Find obligations. The Director of Special Education would be the main contact person for communicating with the warden of the jail or prison.

### *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.

Inclusion of students with disabilities in the general education class requires cooperation of the entire educational community in collaborative planning and service provision. The educational community includes parents/guardians, general education teachers, special education staff, administrative staff, involved agency representatives, related service professionals, and when appropriate, the student. South Middleton School District is committed to the development and

implementation of supports that will enable all students with disabilities to benefit from education in the general education classroom to the extent possible. The District is also committed to providing training to staff in collaborative planning, educational intervention, differentiated instruction, and in the adaptation of materials to meet the instructional needs of all students.

The catalyst for ensuring that students with disabilities are educated with their non-disabled peers occurs at the IEP meeting at which general education teachers, special education teachers, parents, administrator, school psychologists and specialists collaborate, plan, and implement a program for optimum participation in the general education environment. The initial discussion point always begins with what supports and services can be provided within the general education classroom before discussion of any supplemental or replacement instruction outside the general education classroom takes place.

The South Middleton School District continues to support the mandate of Least Restrictive Environment (LRE) for the education of its students with disabilities. LRE discussion points include but are not limited to the level of differentiated instruction and types of accommodations and/or modifications of materials and intervention that can occur within the general education classroom.

The District continues to implement inclusion programming for students with disabilities in grades K-12. Students attend regular education classes with support provided by special educators and instructional aides. The provision of supplementary aids and services to meet the students' needs enables the student to be included in the educational and social environment of the neighborhood school. The District provides the following supplementary aids and services to support students in the general education environment: accessible materials, use of assistive technology, accommodations for reading, writing, and testing activities, allowance to demonstrate knowledge with alternate activities, supplemental instruction that includes social skills, counseling, organizational strategies, and self-regulation strategies, previewing of material, extended practice to acquire skills, sensory breaks, preferential seating, adaptive equipment to address physical needs, behavior support plans, co-teaching classrooms, and paraprofessional supports. The District plans to continue to expand professional development in the areas of co-teaching, collaboration, inclusion of students with complex needs, differentiated instruction and co-planning.

All students with disabilities attending schools in the District participate in general education for part or all of the school day, as deemed appropriate for that student. Each student attends general education classes as recommended by the IEP team with supports provided by special educators and/or instructional aides. The provision of supplementary aids and services to meet identified needs enables the student to be included in the educational and social environment of the neighborhood school.

District students who are attending programs or private institutions outside of South Middleton School District, participation in District general education classes for partial school days may be an option when appropriate. Many students who are transitioning back to South Middleton typically begin with partial day attendance.

Another avenue of support is provided through staff training on instructional best practices as well

as the use of research-based materials that provide for successful participation in the general education setting by students with disabilities. Additionally, itinerant specialists are available to provide support to school personnel through observation, consultation, and/or direct service. Consultation is provided through District or Consortium staff as well as Capital Area Intermediate Unit (CAIU) staff specialists. Training is provided through individual or team participation in PaTTAN, CAIU, District, and Consortium training opportunities.

South Middleton School District continues to serve 93% of our students with disabilities in their home schools. These students may be provided itinerant support in general education and/or one or more replacement classes taught by a special education teacher.

<b>LRE Statistics</b>		
	<b>LEA</b>	<b>State</b>
<b>17-18</b>		
Inside Regular Class 80% or more	58.6%	62.0%
Inside Regular Class less than 40%	9.2%	9.3%
In Other Settings	5.1%	4.9%
<b>16-17</b>		
Inside Regular Class 80% or more	58.4%	62.4%
Inside Regular Class less than 40%	9.4%	9.0%
In Other Settings	6.1%	4.9%
<b>15-16</b>		
Inside Regular Class 80% or more	58.6%	61.8%
Inside Regular Class less than 40%	8.3%	9.5%
In Other Settings	5.9%	4.9%

Comparison of the District LRE data indicates the District increased the number of students with disabilities who are spending 80% or more of their school day in the general education setting from 16-17 to 17-18.

South Middleton is committed to improving programming and service delivery to students with disabilities so they can successfully participate and make progress in the general education setting. South Middleton special education teachers collaborate with Capital Area Intermediate Unit (CAIU) and PaTTAN consultants to improve autism programming and supports so students can continue to be afforded the opportunity to receive instruction from programs and materials such as the Zones of

Regulation, Coping Cat, and Superflex. Speech and Language therapists attend workshops sponsored by the CAIU and ASHA addressing best practices in speech therapy service delivery in the classroom and/or small group pull-out settings. Learning Support and Emotional Support teachers attend trainings through PaTTAN and the Capital Area Intermediate Unit (CAIU). The Director of Special Education, Assistant Director of Special Education, and School Psychologists attend leadership conferences, data analysis trainings, brain-based learning sessions, and workshops addressing instructional practices conducted by their respective professional organizations

### *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 School Board acknowledges that conduct is closely related to learning and that an effective instructional program requires a caring and orderly school environment free from restrictions or injuries caused by the challenging behaviors of others.

To maintain a quality learning environment, students enrolled in special education programs are subject to the same policies and regulations that govern general education students. These policies are explained in student handbooks and outlined in building procedures. The rules govern student conduct in school activities and during the time spent in travel to and from school and school-related activities. Such rules require that students:

1. Conform to reasonable standards of socially-acceptable behavior,
2. Respect the rights, person, and property of others,
3. Preserve the degree of order necessary to the educational program in which they are engaged,
4. Obey constituted authority and respond appropriately to those who hold that authority.

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

If a student's behavior interferes significantly with his/her and/or others' ability to learn, a Functional Behavior Assessment will be conducted. Positive Behavior Support Plan may then be incorporated into the child's Individualized Educational Program. The Positive Behavior Support Plan will be developed by the IEP team in conjunction with accepted behavior management

procedures. All regular and special education staff has been trained in de-escalation techniques. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.

Positive rather than negative techniques shall form the basis of the IEP Positive Behavior Support Plan. Programs and techniques should be varied and designed to develop and maintain skills that will enhance a student's opportunity for learning. Potential causes of behavior problems such as physical/medical conditions, environmental factors, and staffing/program concerns should be reviewed before developing a special Positive Behavior Support Plan.

The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques, have proven to be or are reasonably believed to be ineffective. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunities for learning and self-fulfillment. If restraints are needed to control aggressive behavior of an individual student, the IEP team must review the current IEP for appropriateness and effectiveness.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions should only be used to prevent a student from injuring himself/herself by others or promote normative body, positioning and physical functioning, and may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parents/guardians. Aversive behavior techniques as described in Chapter 14 of the PA Code Section 14.133(e) are inappropriate and may not be used in educational programs.

If a behavioral problem is such that it cannot be adequately addressed through prescribed procedures of Behavior Management, suspension from school, or other available disciplinary means, the IEP Planning Team shall determine the appropriateness of change in placement of the student. In such cases, the due process procedures, including re-evaluation of the student, will be promptly initiated for the purpose of appropriately changing the student's placement.

Whenever the conduct of a student is such as to endanger the life, health, or safety of other students or school personnel or when school personnel have been required to resort to measures of self-defense, the school authorities shall implement procedures, as appropriate, which may include contacting local authorities, local agencies, and legal counsel.

#### District Supports and Services:

- Several staff members in each district building are trained using the Safe Crisis Management (SCM) curriculum due to the extensive de-escalation strategies that are incorporated into the curriculum. The District continues to strive to consistently implement de-escalation strategies to diffuse emotional and behavioral situations before the need for any type of physical intervention is warranted. The District plans to continue to train staff as trainers in the SCM curriculum and targets to increase the number of staff trained in the program, including all administrators being trained. All staff has been trained, and will continue to be trained yearly, in de-escalation strategies.
- W.G. Rice Elementary has a school-wide positive behavior support program entitled, "Every Bubbler Cares," and Iron Forge Elementary School has "Every Bubbler Still Cares," a school wide

positive behavior support program to provide consistent expectations and reinforcement of appropriate behaviors for students in grades K-5. Students can earn an "Every Bubbler Cares" or "Every Bubbler Still Cares" slip for demonstrating positive behaviors such as following the rules and directives, helping a peer or adult, or exhibiting other positive behaviors that enhance the school environment. School wide expectations are shared with the student body at the beginning of the year.

- Currently, school psychologists work with staff to complete Functional Behavior Assessments (FBA) for students with IEPs who are displaying difficulty demonstrating appropriate school and social behaviors. Results of the FBA are then incorporated into Positive Behavior Support Plans to address the behavior(s) of concern which are interfering with the academic performance of the student or his/her peers.
- In an effort to proactively identify students who are not performing well in the academic setting and may be at risk for not completing high school, the District implemented a middle school program during the school year 2013-2014, iMPACT. iMPACT derives its name from the skills from which the program focuses: i -for the student, M for motivation, P for planning, A for academics, C for centers (individual intervention day), and T for team. The iMPACT Program is a service designed for students who are identified as being academically capable but who display behaviors that are not conducive to learning. Such behaviors include poor attendance, poor work completion, and lack of engagement. The goal of this program is to re-engage at-risk students, help circumvent school failure, and get students back on a trajectory of success. To reach this goal, students in iMPACT receive the following: approximately 45 to 90 minutes a day with the iMPACT teacher, instruction in the *Why Try?* social/emotional curriculum, weekly and long-term goal setting and monitoring, regular communication with parents, opportunities to increase parental involvement, the opportunity for additional academic support, assistance with organizational and study skills, opportunities for cooperative learning and teamwork activities, and opportunities to earn tangible and non-tangible rewards. This service is offered in grades 6 through 8.
- For the 2017-2018 school year, the District began contracting with Yellow Breeches Educational Center to provide Adventure Based Learning opportunities for our high school students receiving Emotional Support services. Students are eligible for trips based on a newly created point and level system designed to improve attendance, work completion, and behavior at school. These services have continued this school year and are shown to be effective based on an increase number of eligible students since implementation.
- The District employs two full-time school psychologists who provide services beyond assessing students as part of an evaluation. South Middleton School District psychologists provide support to staff in developing and implementing the Multi-Tiered System of Supports as well as lead school-wide data team meetings to analyze student performance. In addition, the school psychologists assist with programming for students who receive Emotional Support, including

coordinating Adventure Based Learning opportunities, providing group counseling support, and developing the point and level systems utilized by case managers. School psychologists are the identified Act 71 coordinators and are responsible for helping the district comply with the Act.

- The District abides by Act 71, which requires that all students receive social/emotional instruction in identifying feelings of depression and/or suicidal thoughts in attempts to help prevent youth suicide. With the 2018-2019 school year, the District began implementing the Signs of Suicide Program which provides education on depression and suicidal behavior to all staff and students, with the goal of promoting help-seeking behavior. The District will also implement the Middle School version of the Signs of Suicide in the 2019-2020 school year. Students in elementary grades receive universal affective education as well as education in problem-solving and coping skills.
- Boiling Springs High School and Yellow Breeches Middle School participate in the Student Assistance Program which provides services to students who may need supports other than the emotional or behavioral supports that can be provided in the school setting. Outside agencies can provide these services to students during or outside of school hours. Services include but are not limited to individual counseling support or drug and alcohol counseling.
- South Middleton School District also works collaboratively with behavioral health agencies that provide Therapeutic Support Services (TSS), Mobile Therapy (MT), and Behavior Support Consultants (BSC) to students in the school setting. The Director of Special Education, classroom teachers and other staff as appropriate meet with the service providers to review clearances and the student's treatment plan. Efforts are made to coordinate the agency's treatment plan goals with each student's identified educational needs, as per the Individual Education Program (IEP) to provide more consistency for the student.
- The District, as part of the Consortium, also contracts with a local child psychiatrist who meets with students and parents, when appropriate, as part of an evaluation. The psychiatrist provides educational recommendations as well as recommendations for the family to assist with educational planning. Recommendations may include services that are provided by outside agencies such as individual counseling, wrap-around services, medication management, and other needs not within the scope of district services or expertise. For specific students, the psychiatrist will provide ongoing consultation.
- After all options for improving behaviors have been exhausted, an alternative education program is considered. Placement in an Alternative Education for Disruptive Youth (AEDY) program is only for those students who meet the 7 criteria and who demonstrate persistent disruption to the educational environment.

### *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.

#### Ensuring FAPE:

If the District experiences difficulty programming and ensuring FAPE for a student with a disability, the first step is to clearly identify the student's needs and what services and supports are available within the District. If the student's needs cannot fully be addressed with a combination of services provided in the District, programs that are located outside of the District are considered.

South Middleton is part of a consortium which includes the following school districts: Northern York County, Mechanicsburg Area, Carlisle Area, Big Spring, and Shippensburg Area. A variety of special education programs such as therapeutic emotional support, intensive learning support, life skills support, multiple disabilities support, supplemental speech and language support, and autism support are offered through the consortium for low incidence disabilities and can also be considered to address student needs. Since all Consortium programs are located within district school buildings, Least Restrictive Environment (LRE) guidelines are able to be implemented.

Programs operated by the Capital Area Intermediate Unit are also considered at this level of need, which may be located in local school buildings (Fair Share) or in a center-based location.

If District or Consortium programs cannot meet the student's needs, South Middleton also contracts with privately owned facilities that operate autism, emotional support, or alternative education programs which may meet the student's needs.

If the District cannot ensure FAPE for a student through a District, Consortium, or private facility program, an interagency county service, Child and Adolescent Service System Program (CASSP), meeting is scheduled. If the CASSP meeting fails to secure a program and/or services that provide FAPE, the District would contact the Regional Interagency Coordinator at PaTTAN for assistance. At this time, South Middleton School District does not have any students who are not receiving services and are awaiting an appropriate educational placement. Over the past three years, it has become a necessity that the District expand its knowledge of additional programs, located outside the Central Pennsylvania area, for consideration in providing FAPE to students, especially in the area of autism and mental health needs.

#### Interagency Collaboration for Providing Services:

Preschool- As part of the plan to assist preschoolers who receive special education services in transitioning to kindergarten, the District collaborates with the Capital Area Intermediate Unit (CAIU). During the transition period, the District staff, CAIU staff and parents meet to discuss what program and/or services the student is currently receiving through the CAIU, Head Start or United

Cerebral Palsy (UCP). At this transition meeting, all stakeholders discuss the plan for transitioning the student to school-aged programming (kindergarten). The plan can be to adopt the current IEP or conduct a reevaluation to identify the appropriate educational school-aged placement as the student enters kindergarten. This process provides for an uninterrupted transfer of special education services for students from preschool to kindergarten.

School-aged - The District works closely with Cumberland County Children and Youth Services, Cumberland County Probation, C-PARC, CASSP and Cumberland-Perry Mental Health/Intellectual Disabilities. The Director of Special Education, Assistant Director of Special Education, School Psychologists and Guidance Counselors frequently communicate and collaborate with these agencies to ensure students are provided the needed supports and services to return to a trajectory of successful school performance. Representatives from these agencies will attend Individual Education Program (IEP) meetings as well as school staff attending judiciary proceedings for the students when requested. The District and Cumberland County work collaboratively on providing social work services to the families of South Middleton School District. There is a social worker assigned to assist families of elementary-aged students. The social worker assists families in maneuvering the paperwork process of applying for medical insurance, such as ACCESS or CHIP, as well as coordinating outside agency services based on each family's needs.

#### Hard to Place Students:

Services provided through the Consortium as well as agreements with outside private providers have addressed the difficulty in providing appropriate programming options for Hard to Place Students. When the District identifies it cannot program appropriately for a student, a CASSP meeting is scheduled for that student. At these meetings, several outside agencies are in attendance with the District, parent, student and the CASSP coordinator. CASSP facilitates the discussion which results in a coordination of either programming or additional outside supports, ultimately providing the student with FAPE. South Middleton School District has a well-developed working relationship with the CASSP coordinator which has played a vital role when programming for Hard to Place Students.

#### Expansion of Services:

Future plans for expansion of services include an elementary Consortium autism support program to can provide a supplemental or even full time level of intervention for students who need autism support services in a regular school building and not in a center based environment. In addition, the District plans to employ an additional emotional/autism support teacher to help meet growing needs at the elementary level.

# Assurances

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## 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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Yellow Breeches Educational Center	Other	Emotional Support	4
River Rock Academy	Other	Emotional Support	1
The Vista School	Approved Private Schools	Autism Support	2
Merakey	Other	Autism Support	1
Mooreland Elementary School	Neighboring School Districts	Intensive Speech and Language	1
Oak Flat Elementary	Neighboring School Districts	Life Skills Support	2
New Story	Other	Autism Support	2
Big Spring Middle School	Neighboring School Districts	Autism Support	1
Big Spring High School	Neighboring School Districts	Autism Support	2
Oak Flat Elementary	Neighboring School Districts	Multiple Disabilities Support	3

## Special Education Program Profile

### Program Position #1

*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	6 to 9	9	0.6
Locations:				
W.G. Rice Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	6	0.4
Locations:				
W.G. Rice Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*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	8 to 9	9	1

Locations:				
Iron Forge Elementary School	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
Itinerant	Speech and Language Support	6 to 9	35	1
Locations:				
W.G. Rice Elementary	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	5	0.4
Locations:				
Iron Forge Educational Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	8	0.6
Locations:				
Iron Forge Elementary School	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	10 to 11	3	0.2
Locations:				
Iron Forge Educational Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	11	0.8
Locations:				
Iron Forge Educational Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***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	10 to 12	11	1
Locations:				
Iron Forge Educational Center	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	Autistic Support	6 to 9	6	0.5
Locations:				
W.G. Rice Elementary	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	6	0.5
Locations:				
Iron Forge Educational Center	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	Speech and Language Support	9 to 11	45	1
Locations:				
Iron Forge Educational Center	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
Itinerant	Speech and Language Support	5 to 6	26	0.5
Locations:				
W.G. Rice Elementary	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	12 to 15	21	0.4
Locations:				
Yellow Breeches Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16 to 19	7	0.1
Locations:				
Boiling Springs High School	A Senior High 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
Itinerant	Learning Support	11 to 12	5	0.4
Locations:				
Yellow Breeches 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 12	7	0.6
Locations:				
Yellow Breeches Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #11***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	4	0.4
Locations:				
Yellow Breeches Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	5	0.6
Locations:				
Yellow Breeches Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #12***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	6	0.8
Locations:				
Yellow Breeches Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	2	0.2
Locations:				
Yellow Breeches Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	5	0.4
Locations:				
Yellow Breeches Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	7	0.6
Locations:				
Yellow Breeches Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #14***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 14	11	0.7
Locations:				
Yellow Breeches Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 15	4	0.3
Locations:				
Yellow Breeches Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #15***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	4	0.3
Locations:				
Yellow Breeches 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	13 to 15	9	0.7
Locations:				
Yellow Breeches Middle School	A Middle 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
Itinerant	Autistic Support	15 to 20	9	1
Justification: Students are able to stay in school until age 21.				
Locations:				
Boiling Springs High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #17***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	2	0.4
Locations:				
Yellow Breeches 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
Full-Time Special Education Class	Life Skills Support	12 to 16	3	0.6
Locations:				
Yellow Breeches Middle School	A Middle 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
Itinerant	Learning Support	14 to 18	6	0.4
Locations:				
Boiling Springs 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	10	0.6
Locations:				

Boiling Springs High School	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #19***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	4	0.3
Locations:				
Boiling Springs 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	10	0.7
Locations:				
Boiling Springs High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #20***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	13	0.9
Locations:				
Boiling Springs 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	16 to 19	2	0.1
Locations:				
Boiling Springs High School	A Senior High 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
Itinerant	Learning Support	15 to 18	8	0.7
Locations:				
Boiling Springs 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	2	0.3
Locations:				
Boiling Springs High School	A Senior High	A building in which General		

	School Building	Education programs are operated		
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**Program Position #22***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	9	0.6
Locations:				
Boiling Springs 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 15	7	0.4
Locations:				
Boiling Springs High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #23***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	14	0.8
Locations:				
Boiling Springs 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	1	0.2
Locations:				
Boiling Springs High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #24***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	14 to 19	5	0.5
Justification: Students are permitted to remain in school until they are 21 years of age. One supplemental Life Skills student came up from the middle school. This is the most appropriate setting for all students to make progress.				
Locations:				
Boiling Springs 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
Full-Time Special Education Class	Life Skills Support	14 to 21	5	0.5

Justification: Students are permitted to remain in school until they are 21 years of age, so they continue to receive their educational programming through the life skills program. This is the most appropriate setting for all students to make progress.

Locations:				
Boiling Springs High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #25

*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 21	6	1

Justification: Students are permitted to remain in school until 21 years of age so they continue to receive their educational programming through MAC program. This is the most appropriate placement for these students.

Locations:				
Boiling Springs High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #26

*Operator:* Intermediate Unit

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.02

Locations:				
Iron Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #27

*Operator:* Outside Contractor for the School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 7	7	1

Locations:				
W.G. Rice Elementary	An Elementary School Building	A building in which General Education programs are operated		

## Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District Office	1
School Psychologist	All District Buildings	2
Paraprofessional- LS	W.G. Rice Elementary	2
Paraprofessional- LS	Iron Forge Educational Center	2
Paraprofessional- LS	Yellow Breeches Middle School	2

Paraprofessional- LSS	Yellow Breeches Middle School	1
Paraprofessional- MDS	Boiling Springs High School	1
Paraprofessional- MDS	Boiling Springs High School	1
Paraprofessional- LSS	Boiling Springs High School	2
Transition Coordinator	Boiling Springs High School	1
Assistant Director of Special Education	District Office	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	3 Days
Physical Therapist	Outside Contractor	1 Days
ESS Paraprofessional Agency	Outside Contractor	5 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<p><b>Description</b></p>	<p>Review of PennData statistics indicate the District's percentage of students with autism has increased and currently averages 13% of the special education enrollment of the District.</p> <p>The District continues to strive to provide staff with the necessary training to instruct students with autism in their home schools within the regular education classroom to the extent that is appropriate. The goals for this plan are to provide a continuum of training that include providing a general understanding of autism to providing the necessary supports in the special and general education settings for students who have more complex needs. The District employs three autistic support teachers who provide direct instruction to students, consultation to general and special education teachers, as well as training for parents, teachers, and paraprofessionals. One teacher is a licensed Behavior Specialist. The autistic support teachers attend the PDE Autism Conference on a yearly basis.</p> <p>At the beginning of each school year, the autistic support teachers meet with each teacher individually to discuss IEP goals, specially designed instruction (SDI), and any needs their students may have to help students demonstrate success in the regular school environment. The autistic support teachers are available throughout the school year to consult, problem solve, and collaboratively plan for the students on their caseloads.</p> <p>Anticipated training topics:</p> <p>Autistic Support 101: At the beginning of each school year, regular education teachers who have a student with autism assigned to their classrooms will attend a training provided by the autistic support teachers designed to provide the general characteristics of autism as well as specific strategies to be employed for each regular education teacher's caseload.</p> <p>Classroom Management Strategies - This training will provide information on instructional best practices for managing classrooms and will include topics such as the physical organization of the classroom, need for visual supports,</p>
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	<p>and how to address individual sensory needs. The target audience is general education teachers, special education teachers, occupational therapists, and paraprofessionals.</p> <p>Metacognition Skills for Autism: This training will address how instruction and support is provided to assist students with autism in navigating the social world using such skills as perspective taking and problem solving. The target audience is special education teachers, general education teachers, teachers of the gifted, paraprofessionals, parents, and counselors.</p> <p>Supporting the Emotional Health of Students with Autism - This training will outline the common diagnoses of anxiety and depression in students with autism and subsequent emotional challenges. Information on signs of emotional health and autism needs, how to support students, and where to go for additional student support will be addressed in these sessions. Target audience: general education teachers, special education teachers, paraprofessionals, parents, and counselors.</p>
<b>Person Responsible</b>	Director of Special Education, School Psychologists and Autistic Support Teachers
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/28/2022
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	20
<b># of Participants Per Session</b>	25
<b>Provider</b>	South Middleton School District Staff
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Classroom teachers will increase their knowledge of Autism Spectrum Disorders, identify the common characteristics of Autism Spectrum Disorders, as well as recognize how those characteristics can manifest differently within individuals. Special and regular education teachers will implement learned strategies to enable students with autism experience success in the regular school environment.
<b>Research &amp; Best Practices Base</b>	Research for trainings and best practices are the basis for program implementation and are developed from the published research of

	Michelle Garcia Winner, Brenda Smith Myles, and other nationally known autism experts. The best practices base of knowledge is also derived from initiatives supported through PaTTAN and trainings provided by the Capital Area Intermediate Unit (CAIU). Information from parents of children with autism based on their experiences and goals for their children are also considered.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>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>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussion</li> <li>• Lesson modeling with mentoring</li> <li>• Joint planning period activities</li> <li>• Routinely scheduled support sessions at each building to assist teachers in addressing their students with autism's needs in their respective classrooms</li> </ul>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p>

## Behavior Support

<b>Description</b>	<p>Using the MTSS framework, develop intervention strategies to address student behavioral concerns for implementation in grades K-5.</p> <p>At South Middleton School District, behavioral support is provided by teachers, counselors, and administrators to help ensure student safety and well being. For students in grades K - 5, the focus is not solely on managing behaviors and extinguishing misbehavior but also on improving and increasing pro-social and appropriate behaviors. Recognizing that behavior can be a barrier to student learning, it is only with a collaborative approach that the behavioral needs of all students can be addressed.</p> <p>W.G. Rice Elementary has implemented a school wide positive behavior support program entitled, "Every Bubbler Cares," and at Iron Forge Elementary School continues the PBIS, "Every Bubbler Still Cares," to provide consistent expectations and reinforcement of appropriate behaviors for students in grades K-5. Rice Elementary has secured a grant to work with a consultant operated by Early Intervention Specialists through Supporting Positive Environments for Children (SPEC) to help further strengthen its PBIS program. This grant provides consultant support for a minimum of 170 hours through December 2020.</p> <p>With the district's elementary SW-PBIS, students can earn an "Every Bubbler</p>
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Cares" or an "Every Bubbler Still Cares" slip for demonstrating positive behaviors such as following the rules and directives, helping a peer or adult, or exhibiting other positive behaviors which enhance the school environment.

School-wide expectations are shared with the student body at the beginning of the year and reviewed periodically. At Rice Elementary and Iron Forge Elementary School, teachers and counselors provide explicit instruction and model what the expectations may look like at the beginning of each school year. Students' names are read as part of the school-wide announcements when a slip is earned, making students eligible for a weekly prize drawing. An emphasis on group unstructured space, such as cafeteria, hallways, and bathrooms, has been added to the Rice Elementary programming. Incentives such as class acknowledgement, feedback from building administration and the counselor, and school-wide acknowledgement of expected behaviors are key to this added focus. Additionally, Iron Forge holds a monthly school-wide community meeting to promote positive school culture and to reinforce the elements of the PBIS system.

At the classroom level, teachers are expected to design and communicate a behavior management plan which focuses on positively worded behavioral expectations. Expectations are posted and reviewed with students regularly to ensure understanding. Students are taught expectations for a variety of situations, such as how to ask for help when the teacher is engaged in small group instruction with other students during the Daily 5 period of instruction. Classroom management strategies employed also include proximity control, flexible seating, and physical arrangement of classrooms. Disruptions to the learning environment are kept to a minimum by having large blocks of instructional time. The implementation of self-contained classrooms K-3 to reduce transition time has also reduced transition periods. Administrative observations and feedback are provided to teachers regarding their behavior management effectiveness.

When class-wide management plans are not effective for an individual student, teachers are encouraged and supported in creating individual plans for students which better target individual behaviors or provide an extra incentive needed to increase compliance with expectations. These plans are collaboratively developed by school counselors, school psychologists, administrators, and teachers through discussion at monthly behavior team meetings. One or more of the behavior team participants may provide objective observations of students in order to provide recommendations to teachers on how to structure a plan. Motivational interviewing is also utilized to help increase a student's buy-in to a specific plan. Plans are designed to be

positively based, with the use of punitive strategies as only a last resort. When needed, a functional behavioral assessment is conducted for more disruptive student behavior.

At the elementary level, two school counselors are assigned to meet the needs of students K-5, with one counselor assigned to primary students (K-2), and one assigned to students in the intermediate grades (3 - 5). School counselors provide interventions at the primary (prevention) level, as well as the secondary and tertiary levels. In terms of primary prevention, school counselors provide universal intervention in basic social and problem-solving skills to students grades K-2 and 4-5. Lessons include topics such as bullying prevention and how to be a bystander, using the problem-solving framework to solve conflict, how to exhibit appropriate nonverbal social behaviors, drug prevention, career day, and puberty discussions. School counselors use resources and programs such as *Zones of Regulation* by Leah M. Kuypers and *Second Step* (Committee for Children) to deliver session content. In addition to these class-wide lessons, school counselors work with small groups of students who may exhibit the need for more direct intervention and/or instruction at the secondary level of intervention. Group based counseling may include increasing coping skills to deal with anxiety, improving social skills, or may include new student or friendship groups. At the tertiary level, school counselors are available to see students in crisis or who exhibit more significant behaviors that result from stress or conflict. This may include individual counseling or intervention, or risk assessment if needed. Counselors are able to be a liaison between parents and outside behavioral supports if needed.

#### Anticipated Training:

Behavior 101- This training will address the basic principles of behaviors and the reinforcement of behavior to decrease undesired behaviors while increasing desired behaviors through a continuum of positive reinforcement. Target audience: regular education teachers, special education teachers, paraprofessionals, administration

Continued Development of the Bubbler Behavioral Team - This training is targeted to those who will be team members of the behavior team. Training will include development of team goals, identification of assessments that the team will use, identification of service delivery, identification of performance feedback process from stakeholders and development of an ongoing professional development plan. Development of this capacity will be overseen

	<p>by PBIS Leadership Team.</p> <p>Behavior De-escalation Strategies - This training will continue to address the District's goal of providing workshop sessions for staff to improve its ability to deescalate behavioral situations so the educational environment remains conducive to learning. Target audience: regular education teachers, special education teachers, paraprofessionals, and parents.</p> <p>Behavior Re-engaging the Learner - This training is to address those student behaviors that negatively impact their academic progress, but may not negatively affect the classroom setting. Such behaviors include: work incompleteness, minimal instructional interaction in the classroom setting, limited motivation. Target audience: regular education teachers, special education teachers, paraprofessionals, and parents.</p>
<b>Person Responsible</b>	Director of Curriculum, Director of Special Education, Assistant Director of Special Education, and School Psychologists
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Gifted Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	20
<b>Provider</b>	School Psychologists, Emotional Support Teachers, Autistic Support Teacher
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	To improve foundational knowledge of behavior as well as strategies to address less desired behaviors with minimal interruption to the educational environment.
<b>Research &amp; Best Practices Base</b>	<p>Use of MTSS</p> <p>Use of school wide positive behavior support principles/research</p> <p>Initiatives supported through PaTTAN</p>
<b>For classroom teachers, school counselors and</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

<b>education specialists</b>	<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> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	<p>LEA Whole Group Presentation Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Panel and participant discussion, collaboration and plan development on tentative program options/interventions as they relate to the RTII framework</p>

<b>Evaluation Methods</b>	Review of discipline referrals, nurse referrals, student academic performance to note improvement
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## Paraprofessional

<b>Description</b>	<p>Each year, paraprofessionals are required to participate in 20 hours of training to maintain their Highly Qualified status. At the conclusion of each school year, each paraprofessional must submit documentation to verify they have participated in the required 20 hours of training. District-provided training occurs at the beginning of each school term as well as two in-service days throughout the school year. Paraprofessionals also have the option of attending evening parent workshops conducted by the various Consortium school district, as well as online training made available via the District's Safe Schools training modules or PaTTAN's paraprofessional competency series.</p> <p>Anticipated Training:</p> <p>Maintaining Confidentiality - This training will focus on the legality of maintaining student confidentiality. Topics will include use of social media, private conversations, and communicating with parents as an SMSD staff member or contracted vendor.</p> <p>Supporting the Student with Multiple Disabilities - This session will focus on a specific group of paraprofessionals who need to support students by understanding the concepts of behavioral techniques and the principles of operant conditioning to increase independency and desired behaviors. Specifically, they are trained on the Verbal Behavior Milestones Assessment and Placement Program utilized to increase verbal behaviors.</p> <p>Autism - These sessions will replicate the training provided to staff during the summer months that will go beyond the basic fundamentals of "what is autism?" The paraprofessional staff is educationally prepared to discuss the meta-cognitive strategies they can apply to a supportive role in the school setting.</p> <p>Behavior - These sessions will address de-escalation techniques, increasing the use of positive reinforcement to increase desired behaviors and strategies for supporting students who struggle with work completion. This session will also replicate the training provided to professional staff.</p> <p>Reading - These sessions will provide the paraprofessional staff with an array</p>
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	<p>of additional strategies to assist struggling readers. Included will be the basic foundations of reading, writing, and word study by exposure to district-approved instructional strategies, materials, and curricula, as well as strategies to assist with fluency, decoding and comprehension skill deficits.</p> <p>Safe Crisis Management Training-Staff will be trained by district trainers of the Safe Crisis Management System to assist students who need support with behavioral concerns in the school setting. De-escalation strategies, recognizing antecedents, and safety techniques when handling physical and verbal aggression will be key areas of focus.</p>
<b>Person Responsible</b>	Director of Special Education, Assistant Director of Special Education, School Psychologists
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	25
<b>Provider</b>	School Psychologists, Reading Specialists, Director of Special Education, Behavior Specialist, Autistic Support Teacher
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	To develop strategies that support students with special needs in the areas of reading, writing skills, and emotional/behavioral challenges. To demonstrate understanding of the legality and importance of maintaining confidentiality of student information.
<b>Research &amp; Best Practices Base</b>	In order for struggling students to make adequate progress, there needs to be in place a coordinated, effective implementation of instruction and supports.
<b>For classroom teachers, school counselors and education specialists</b>	<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>

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops
<b>Participant Roles</b>	Paraprofessional Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

## Reading

<b>Description</b>	The Special Education Department in conjunction with general education continues to recognize the need for increased options when instructing the individual needs of learners. The District plans to continue to increase the variety of instructional methods, programs, and materials to meet those student needs. Further development for this goal will include professional development designed so that educators have the knowledge, training, materials, and support to improve every student's ability to be a successful reader.
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In previous years, SRA Corrective Reading was the primary program for addressing students who needed replacement instruction in a learning support setting. While all special education teachers have had training in using the Corrective Reading program, additional programs have been added. The District has at least one teacher trained in the Wilson Reading System in each building. The District will continue to train teachers in Wilson Reading programs.

Changes that have occurred in the general education setting have supported the goal of successful inclusion of students with disabilities into the general education classroom. These changes include guided reading groups in the regular classroom since the implementation of Benchmark Literacy at grades 2-6, implementation of a developmental spelling program, Words Their Way, and at the elementary level the use of 95% Group for intervention groups which is also being used with individual students as per their Individual Education Programs (IEP).

To continue to provide a variety of options to address student reading needs, the following personnel development is planned:

LETRS: Language Essentials for Teachers of Reading and Spelling. These trainings will be offered to all new teachers, general education, and special education teachers so they acquire a deep foundational knowledge of how students learn to read and write including spelling. These trainings will provide teachers the skills needed to identify appropriate reading and writing instructional strategies to assist any students who may be struggling.

Benchmark Literacy will expand to grades K - 1. All teachers in grades K and 1 will be trained on implementation of this program. Reading program training to include Wilson Reading Systems and 95% Group for special education teachers. These trainings will be delivered by outside certified providers.

Reading Fluency Strategies - This training will provide teachers with additional program knowledge, training, and strategy knowledge to address fluency deficits in struggling readers. Training will include the program, Read Naturally, as well as additional evidenced-based fluency strategies.. Target audience: general education teachers, special education teachers, intervention specialists, paraprofessionals, and parents.

Reading Comprehension Strategies - This training will provide teachers with instruction on evidenced-based strategies that improve comprehension for those students who have difficulty understanding what they have read. A

	strong emphasis will be placed on building capacity in text dependent analysis in grades 3-5. Proficiency with the Benchmark Literacy program for grades K-2 and use of guided reading groups will be the cornerstone of K-2 comprehension instruction. Target audience: general education teachers, special education teachers, intervention specialists, paraprofessionals, and parent
<b>Person Responsible</b>	Director of Curriculum, Director of Special Education, Assistant Director of Special Education, and Building Principals
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	18
<b># of Participants Per Session</b>	15
<b>Provider</b>	School Psychologists, Reading Specialists, Intervention Specialists
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	To increase foundational knowledge base of reading, writing and spelling, as well as program and instructional methods training to address the needs of struggling learners.
<b>Research &amp; Best Practices Base</b>	Curriculums from Reciprocal Teaching, STARS, Visualizing/Verbalizing, repeated readings, as well as programs such as Wilson Reading Systems, Reading Naturally, 95% will be used to provide training on research based programs.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking</b>	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

<b>leadership roles</b>	aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Paraprofessional New Staff Other educational specialists Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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
<b>Evaluation Methods</b>	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 Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

## Transition

<b>Description</b>	In accordance with PA Chapter 14 and Indicator 13, students when they reach the age of 14 years, receive Transition services. South Middleton provides an
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array of transitional activities, but continually looks for ways to improve supports and services, so that students are fully prepared for life after high school. South Middleton looks at the relationship between performance and alignment with future transition goals. Teachers at Boiling Springs High School consistently support student participation in the Keys2Work program during their learning support classes or during the Resource period. Keys2Work provides the student with identifying careers based on interest and skill level. Further exploration with the program can identify academic skill levels that are required for identified careers, as well as necessary level of post high school education, if applicable, and the salary associated with that career. South Middleton has developed a relationship with over 80 businesses where students can participate in job shadowing opportunities. South Middleton works closely with the Office of Vocational Rehabilitation (OVR) and the new project called Early Outreach from OVR that works with specific students in 9th or 10th grades. This plan will address the need to review all supports and services of Transition activities offered to South Middleton students and review/revise, as appropriate so that all students are consistently provided the same opportunities.

**Assessments** - This instructional and work session will provide the opportunity for the eighth grade and high school teachers to become familiar with different assessments that will allow students to identify their interests and vocational traits and how that can relate to their post secondary plans. Teachers will review such assessments as the Holland Assessment, Self Directed Search and other common instruments, such as the U.S. Department of Education's 16 Career Clusters, identifying which best meets the needs of the students of South Middleton.

**Placements** - This instructional and work session will provide the opportunity to review all the job shadowing and cooperative education internship opportunities and revise to add/delete businesses, technical schools, and colleges from participation. Participants will review/revise the current procedure and requirements for participating in these opportunities.

**Outside Agencies**- This instructional and work session will include representatives from OVR and MHIDD so that information can be obtained regarding current services/supports that can be provided for students post graduation. Information will be developed into a parent/student friendly format for distribution.

**Transition** - This instructional and work session will allow teachers to collaborate to identify a timeline of Transition activities that each student with

	an IEP will be provided with check-offs for date of completion, to ensure consistent implementation for each student.
<b>Person Responsible</b>	Director of Special Education, Assistant Director of Special Education, Transition Coordinator
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.5
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	10
<b>Provider</b>	School District Staff, Special Education Teachers, Psychologists, Transition Coordinator
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Participants will revise and update SMSD transition program to serve as a guide for consistent service and support delivery for students with IEPs.
<b>Research &amp; Best Practices Base</b>	Secondary transition is the process of preparing students for life after they leave high school, including participation in post-secondary education or training, employment, and community living. These three areas are often referred to as “post-secondary outcomes” and are the driving force behind Individualized Education Programs (IEPs) written for students in high school.
<b>For classroom teachers, school counselors and education specialists</b>	<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> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

<b>educators seeking leadership roles</b>	education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers Other educational specialists Parents
<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Creating/revising transition activities for grades 9-12 culminating in a SMSD Transition Guide
<b>Evaluation Methods</b>	Classroom student assessment data Post-secondary surveys sent to graduates to identify longer range success of supports

# Special Education Affirmations

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

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*