

Southmoreland SD

**Special Education Plan Report**

07/01/2016 - 06/30/2019

# District Profile

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## Demographics

200 Scottie Way  
 Scottdale, PA 15683  
 (724)887-2000  
 Superintendent: John Molnar  
 Director of Special Education: Stacey Snyder

## Planning Committee

Name	Role
Daniel Clara	Administrator : Professional Education Special Education
Stacey Snyder	Administrator : Special Education
Melissa Farrell	High School Teacher - Special Education : Special Education
Wesley Nicholson	Middle School Teacher - Regular Education : Special Education
Grace Burke	Parent : Special Education
Amanda Springer	Parent : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 285

### *Identification Method*

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

The Southmoreland School District identifies students with specific learning disabilities in compliance with the Pennsylvania Special Education Regulations §14.125 (derived from the federal IDEA regulations in §300.309), which outlines the criteria for determination of a Specific Learning Disability (SLD). The Southmoreland School District currently uses the discrepancy model to identify a student with SLD. Students who are suspected of having a Specific Learning Disability are recommended to the multidisciplinary team for evaluation by the classroom or content area teacher or the parent. Classroom data is reviewed and a determination is made regarding the student's achievement pursuant to his/her age or ability to meet state approved grade-level benchmarks or standards in one of eight areas of functioning (oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving). If it is determined that the student is not achieving as expected, despite numerous classroom interventions, a classroom observation is conducted by someone other than the classroom teacher and the certified school psychologist administers a battery of reliable and valid standardized assessments that are designed to measure both intellectual ability and achievement. The school psychologist then analyzes the results of the standardized assessments to determine if there is a discrepancy between ability and achievement and reports these results to the multidisciplinary team. The team then determines whether or not the lack of achievement is the result of an intellectual disability, sensory deficit, emotional disturbance, cultural barriers, limited English proficiency, environmental or economic disadvantage, or lack of appropriate instruction. If the team determines that the student is not intellectually disabled, that a discrepancy exists between ability and achievement, and that the discrepancy is not the result of one of the aforementioned factors, the student meets criteria to qualify as a student with a Specific Learning Disability.

### *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: <http://penndata.hbg.psu.edu/BSEReports>

The current Special Education Data Report shows that the Southmoreland School District met the State Performance Plan Target for Indicator 10, Disproportionate Representation by Disability Category. The Special Education Data Report indicates that the Southmoreland School District was below the State Percent of Special Education Enrollment by Disability in the following areas: Emotional Disturbance, Other Health Impairment, and Specific Learning Disability. The District was above the State Percent in Autism, Intellectual Disability, and Speech or Language Disability. Although the District is above the state in Autism and Intellectual Disability, the District does not believe it is over-identifying students in those areas. The autism numbers could be attributed to the national trend of increasing rates of autism. In addition, because the District has been providing services through the in-district Autistic Support program, there have been several families that have moved into the District to allow their children to participate in the program within a typical school setting. The number of students identified with intellectual disabilities is only 1% higher than the State percentage and is accounted for by having one additional student with the disability. The large number of students identified with a Speech or Language Impairment could be as the result of numerous awareness activities that are provided to parents and staff each year by the speech and language pathologists, as well as the high number of students enrolled in kindergarten who are already receiving speech and language services through early intervention. The speech and language pathologists are currently working on a program to provide support to all kindergarten and first grade students in conjunction with their library time in order to reduce the numbers on their current rosters.

District procedures for the identification, location, and evaluation of students are reviewed on an ongoing basis to ensure compliance with special education regulations and to ensure that a Free and Appropriate Public Education (FAPE) is provided to all students with disabilities who require special education and related services.

### *Non-Resident Students Oversight*

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

Currently, there are no non-residential facilities within the borders of the Southmoreland School District. Should a facility be established in the future within the district, the Southmoreland School District will comply with Section 1306 of the Public School Code to ensure FAPE and LRE. When the Southmoreland School District is notified that a resident student is being educated by another school district under Section 1306, the District claims the student and provides the appropriate documentation of funds to support that student's education in the host district. When

the Director of Pupil Services is informed by the educating district or entity, a District representative will attend the meeting and Individualized Education Program (IEP) meetings either in person or via phone conference and will provide input.

The barriers that limit the District's ability to meet its Section 1306 obligations are timely communication from the education entity about the student's placement and lack of parent understanding of the local district's responsibility when a child is being educated under this regulation.

### *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).

There are currently no 1306.2 facilities within the Southmoreland School District. The Southmoreland School District is in compliance with the requirements of IDEA and Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school age individuals who have been incarcerated. Once the District is informed of a student in an incarceration facility, the District forwards all educational records to the facility, including the most recent evaluation or reevaluation report and IEP. Eligible students receive special education services when they are charged with a criminal offense, while awaiting trial, and after they are convicted of a criminal offense.

### *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.

Students suspected of having a disability will participate in a multidisciplinary evaluation. The IEP team examines the results of the MDE and determines programming options, considering continuum

of service levels. The least restrictive environment (LRE) component of the Individuals with Disabilities Education Act (IDEA) mandates that the IEP team consider educating students who are identified with disabilities within the general education setting with supplementary aids and services to the maximum extent appropriate prior to considering more restrictive settings. Each student's Individualized Educational Program (IEP) team reviews the student's needs to determine what specific supplementary aids and services are needed for the student to be successful in his/her educational setting. Specific examples of supplementary aids and services follows.

<b>Service</b>	<b>Resource Description</b>
Academic Interventions	Interventions for all subject areas are available to all students during the Student Support Period and Intervention Enrichment Time. Special education teachers utilize a variety of intervention programs to supplement student instruction. In addition, computerized interventions are available at all levels. All services are provided based upon students' needs as determined in their IEPs.
Assessment	Comprehensive assessments are available for all students in need. The District utilizes professionals from the WIU for assistive technology evaluations based upon individual student needs.
Benchmark Assessments	Benchmark assessments and progress monitoring in Reading and Math is used in all buildings.
Career Counseling	Career programming through guidance begins in kindergarten and continues throughout each student's schooling. Individual counseling begins at the secondary level.
Career/ Transition Services	<ul style="list-style-type: none"> <li>· Transition coordinator 7-12 grade</li> <li>· Transition Survey Parents/ Students</li> <li>· Use of LiveBinder Resources for assessments, parent and student information through the WIU</li> <li>· Collaboration with OVR and OVR Early Reach Initiative</li> <li>· High School Coffee Shop</li> <li>· Work Discovery Program for secondary students</li> <li>· Collaboration with Westmoreland Career and Technical Center</li> </ul>

	<ul style="list-style-type: none"> <li>· Westmoreland Community College-College in the High School Programs</li> <li>· HOMES Program</li> </ul>
Collaboration-Supplementary Aids and Services	<ul style="list-style-type: none"> <li>· Co-teaching</li> <li>· PLC Model</li> <li>· Paraprofessional Support</li> <li>· PCAs for individuals with significant needs</li> <li>· Outside training and consulting services through WIU 7 and OVR</li> <li>· Professional Development</li> <li>· Common Planning time</li> <li>· Training for staff on use of interventions and assistive technology</li> <li>· Special Education Department meetings</li> <li>· Pattan meetings</li> <li>· Webinars</li> </ul>
Continuum of Services	Comprehensive continuum of services available and designed to meet the needs of all students
Instructional- Supplementary Aids and Services	<ul style="list-style-type: none"> <li>· Modifying Tests</li> <li>· Co-teaching</li> <li>· Differentiated Instruction</li> <li>· Modifying of learning environment</li> <li>· Providing outlines and cloze outlines</li> <li>· Books on tape/Bookshare</li> <li>· Use of technology (Chromebooks, laptops, iPads)</li> <li>· FM Systems</li> <li>· Speech to Text</li> <li>· Text to Speech</li> <li>· Word Prediction software</li> <li>· Augmentative Communication Devices</li> <li>· Word Banks</li> <li>· Hands on Activities</li> <li>· Small group Instruction</li> <li>· Paired Instruction</li> <li>· One on one support</li> <li>· Paraprofessional support</li> <li>· Specialized Curriculum</li> <li>· Use of manipulatives</li> <li>· Use of calculators</li> <li>· Modifications of time</li> <li>· Alternate forms of assessments</li> <li>· Modification of homework/projects</li> </ul>

	<ul style="list-style-type: none"> <li>· Printed/ verbal directions</li> <li>· Visual Schedules</li> <li>· Social Stories</li> <li>· Special seating arrangements</li> <li>· Resource support</li> <li>· Highlighted materials</li> <li>· Interpreter Services</li> </ul>
Multi-Disciplinary Teams	Bi-weekly team meetings (regular and special education) at every grade level to support and monitor student achievement. Parent meetings based on individual student needs.
Physical-Supplementary Aids and Services	<ul style="list-style-type: none"> <li>· Preferential seating</li> <li>· Fluorescent light covers</li> <li>· Flexible room arrangement</li> <li>· Cushion seats</li> <li>· Ball chairs</li> <li>· Rocking chairs</li> <li>· Seat discs</li> <li>· Adaptive equipment</li> <li>· Swings</li> <li>· Sensory objects</li> <li>· Wheelchair accessibility</li> </ul>
Social-Behavioral Supplementary Aids and Services	<ul style="list-style-type: none"> <li>· SAP/ESAP</li> <li>· Mental Health Liaison</li> <li>· School Based Mental Health</li> <li>· Guidance support</li> <li>· Lunch Buddies</li> <li>· Super Scottie Bus (SWPBS)</li> <li>· Group Effort for Maximum Success (GEMS)-SWPBS for academic/behavioral performance</li> <li>· Bully Prevention Program</li> <li>· Positive Reinforcement systems</li> <li>· Modifications to changing classes</li> <li>· Notifying students in advance of schedule changes</li> <li>· Behavior Contracts</li> <li>· Setting school and classroom expectations</li> <li>· Functional Behavioral Assessments</li> <li>· Positive Behavior Support Plans</li> <li>· Crisis Intervention (CPI)</li> </ul>
Student Assistance Program	Building-level teams designed to support the social-emotional needs of students
Grade Level Support Teams	Grade-level teams at each building designed to

	support students who are struggling academically and behaviorally
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The Southmoreland School District makes every effort to ensure that students with disabilities are educated in the least restrictive environment with supplementary aids and services. In addition to adopting a Professional Learning Community (PLC) model, the District implemented a co-teaching model, whereby special education teachers and general education teachers work together to provide instruction, ensuring that most students are educated with their peers in a general education environment. Special education teachers participate in team meetings with other grade level teachers to discuss challenges and to plan for differentiated instruction within the general education classroom. Pull-out special education classes are offered only as a last resort when the nature and severity of the student's disability is such that progress in a general education setting cannot be achieved satisfactorily even with supplementary aids and services. A recommendation for change of placement to a more restrictive environment is usually due to either insufficient academic growth or insufficient academic growth in conjunction with behavioral concerns. Teachers have recently been trained in crisis prevention and intervention (CPI) and in completing Functional Behavioral Assessments and writing Positive Behavior Support Plans in order to provide better support to students who may have emotional needs in the hopes of decreasing the number of students with emotional/behavioral concerns who may need to go to outside placements.

A review of Educational Environments (Indicator 5) shows that the Southmoreland School District met two of the three targets. This is due to the District's effort to educate students in the Least Restrictive Environment (LRE) through strategies mentioned previously.

*SE Inside Regular Class 80% or more:*

The Southmoreland School District (74.2%) is above the state average (62.0%) in SE Inside Regular Class 80% or more.

*SE Inside Regular Class Less than 40%:*

The Southmoreland School District (7.1%) is below the state average (9.5%) in SE Inside Regular Class <40%.

*SE in Other Settings:*

The Southmoreland School District (9.8%) is above the state average (4.8%) in this area. Although no student was placed in an outside setting without first exploring the option of education within the school district, lack of programs to meet specific populations' needs (specifically life skills, emotional support, and autistic support) sometimes necessitates that students move to outside settings. The number of students in educational settings outside the school district exceeds the state average and is an area that is being examined to determine how to bring students back to the District for the upcoming school year. Since the prior special education plan completed in 2011, the number of District students placed in programs outside the District has dropped from 43 students to 29 students. The current percentage of 9.8% is lower than the previous year of 10.3% and shows the District's commitment to provide LRE to its students with disabilities.

For the upcoming school year (2016-2017), the District will open a middle school autistic support program, which will provide a continuum of services for students on the autism spectrum and further decrease the number of students who require a placement outside the District.

## *Behavior Support Services*

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

The Southmoreland School District is in the process of revising and updating District policies, one of which is the behavior policy. The current Policy, Number 113.1, describes the procedures for developing behavior management plans for students eligible for special education services whose problem behaviors interfere with their learning or that of others. The Board directs that the district should remain in compliance with the Individuals with Disabilities Education Act (IDEA) and state regulations when disciplining students with disabilities for violating district policy and school rules and regulations. No student with a disability shall be expelled if that student's particular misconduct is a manifestation of the student's disability.

A student with a disability may be suspended for up to ten consecutive and fifteen cumulative days of school per year regardless of whether the behavior is a manifestation of the student's disability unless the student is identified with an intellectual disability. During the 2015-16 school year, school administrators received training on alternatives to suspension using materials available from PaTTAN. In addition, staff members were trained to conduct Functional Behavioral Assessments and write Positive Behavior Support Plans by the Behavior Consultant at Westmoreland Intermediate Unit. If appropriate, the IEP team (including parents) will develop a plan to address individual behavior problems in order to avoid having to suspend a student. Starting with a Functional Behavioral Assessment (FBA), a Positive Behavior Support Plan (PBSP) is developed to identify the problem behavior(s) and what function the behavior plays for the student. These are often completed with the assistance of the Westmoreland Intermediate Unit Behavior Specialist. Currently, Southmoreland School District also uses the following services to provide behavioral supports to students:

- School Based Mental Health
- St. Vincent Prevention Program
- ESAP
- SAP
- Consultation with the Behavior Specialist from Westmoreland Intermediate Unit

Our ESAP and SAP programs are powerful support pieces that bolster student supports within our schools. Students at all levels receive additional lessons and support through our St. Vincent Prevention program. In 2012, Southmoreland School District began a partnership with School Based Mental Health to offer supports for at-risk students that is maintained throughout the year, including summer. It continues to date.

Special education staff and limited regular education staff have received training in Nonviolent Crisis

Intervention, including a full-day CPI training in August 2016 for all special education teachers and paraprofessionals. The training includes recognizing when students are anxious and intervening appropriately, as well as de-escalation techniques. In the case where an escalated student is a danger of physically harming himself or others, nonviolent physical restraint is used as a last resort. These restraints were also a part of the CPI training. Continued CPI refresher trainings will be held yearly. All CPI trainings are provided by certified trainers.

### *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.

In the event that the Southmoreland School District could not provide FAPE for a student, the district has, and intends to utilize, partnerships with agencies including, but not limited to Westmoreland Case Management, Westmoreland Intermediate Unit, Pressley Ridge, Ridgeview Academy (Robert Ketterer Charter School), Pace School, Chestnut Ridge Mental Health, the ARC of Westmoreland, Westmoreland Human Opportunities, Pathfinder School, Goodwill Industries, Craig Academy, Latrobe Mental Health, Southwood Hospital, CASSP, Clelian Heights School, Student Assistance, St. Vincent College, Adelphoi Village, New Directions School, Allegheny Intermediate Unit, AYS Day Treatment, Northwest Human Services, and Centerville Clinic. To date, the District has been able to place hard to place students in appropriate educational settings using one or more of the aforementioned agencies.

The Southmoreland School District collaborates either regularly, or on an as-needed basis, with the agencies listed above. Many of these collaborative situations are formalized through contracts and/or agreements, while others are used on an as-needed basis.

The Southmoreland School District maintains rapport with each of the aforementioned agencies. Meetings are scheduled between the District, parents, and the appropriate agency to ensure that each child's needs are met. The District sends representation to hearings and meetings as appropriate. Lines of communication remain open, and the District stands ready and willing to assist any agency that may be working with one of its students.

By virtue of its size, the Southmoreland School District cannot provide in-house appropriate educational opportunities for each of its students because some students require specialized placements that cannot be accommodated in the home school. Therefore the district contracts and/or collaborates with numerous agencies.

The Southmoreland School District collaborates with health and human service agencies

enumerated elsewhere in this document. Such collaboration includes the development of coordinated service plans for those students who are in need of services other than education. Plan development encompasses both types of services to be provided and funding streams. The District only funds those services that are related to the educational component of the plan.

The Southmoreland School District provides an Autistic Support classroom for students in Grades K-1 at the Primary Center and Grades 2-5 at Southmoreland Elementary. This program provides our students with autism the ability to participate in the regular education curriculum and environment to the greatest extent possible. Research indicates that our interventions at this stage of the student's academic development is the most impactful and appropriate. Students are supported with their nondisabled peers and participate in the curriculum with support as needed. Both the students with autism and their typical peers benefit from the inclusive interactions. The District is currently making plans to open a middle school Autistic Support program for the upcoming school year. There is also a Life Skills Support program operated by the Westmoreland Intermediate Unit in the elementary school, which is mainly attended by Southmoreland residents. For the upcoming year, the program will be operated by the District through a transfer of entities. Future goals are to explore the possibility of a middle school level Life Skills Support program to both allow students currently attending the elementary program to remain in-district and to bring students back to the District who are currently in an outside district classroom.

The Southmoreland School District has entered into a contract with School Based Mental Health to provide students with access to additional supports related to emotional needs and behavioral concerns. SBMH is currently working in Southmoreland Elementary, Southmoreland Middle and Southmoreland High School.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Southmoreland School District's mission is to "Provide high quality learning for all". This is accomplished using the 3 Big Ideas of a Professional Learning Community: focus on learning, developing a collaborative culture, and focus on results. The District offers a variety of programs and services to meet the diverse needs of students. Through team planning and collaboration, special education teachers and general education teachers provide input regarding the necessary adaptations and modifications to ensure success of all learners.

The Southmoreland School District provides an Autistic Support classroom for students in Grades K-1 at the Primary Center and Grades 2-5 at Southmoreland Elementary. This program provides our students with autism the opportunity to participate in the regular education curriculum and environment to the greatest extent possible. Research indicates that our interventions at this stage of the student's academic development is the most impactful and appropriate. Students are supported with their nondisabled peers and participate in the curriculum with support as needed. An additional Autistic Support classroom is being developed for the upcoming school year and will be housed at Southmoreland Middle School to allow for a continuum of services as students progress

between buildings.

The Southmoreland School District has entered into a contract with School Based Mental Health to provide students with access to additional supports related to emotional needs and behavioral concerns. SBMH is currently working in Southmoreland Elementary, Southmoreland Middle and Southmoreland High School.

The Southmoreland School District has taken a progressive approach to speech in our K-1 building. Using a scheduled part of our six day cycle, all students receive a period of speech with our speech teacher. Research indicates that nearly all of our students can benefit from a structured lesson to practice difficult patterns and sounds. Furthermore, this program affords our identified speech students another opportunity for practice in small group settings with their non-identified peers. Selected Southmoreland High School students with disabilities participate in the Work Discovery program operated by Westmoreland Intermediate Unit. This provides numerous transition age students the opportunity to explore various jobs in the public, using work coaches to assist in task analysis and promote independence. Students receive a small stipend for their work and are learning important job skills to help them transition to life after high school. Several of the students were also offered jobs after graduation.

As part of transition planning, students in special education in Southmoreland High School have the opportunity to participate and help run a coffee shop that is open several times each week. Students take and fill student/staff orders, bake cookies, prepare different types of hot beverages, and handle the money for the orders. This provides them with experience in social skills, math skills, as providing them with prevocational skills.

Southmoreland High School is hosting a Youth & Parent Evening for incoming 8th graders, current 9th, 10th, & 11th grade students; this OVR 101 session will enable parents to meet our current OVR counselor and our new Early Reach Coordinator. The session is geared to families to explain what transition is, the role of OVR in the transition process, and the role of our Early Initiative Coordinators. The Early Reach Initiative is informational presentation and consultation to school personnel, community agencies, youth with disabilities and families to outline services offered by OVR. Coordinators also provide education and consultation on the benefits of early career planning and the development of independent living skills. Coordinators assist youth with disabilities in planning and applying for OVR services, and can provide consultation; links and resources that will help youth with disabilities pursue both independence and participation in the workforce. This OVR 101 Presentation session will occur yearly at our Freshman Orientation held over the summer at SHS.

In 2012, Southmoreland and Mount Pleasant Area School Districts, respectively, began hosting combined parent trainings for our exceptional students and their parents. These meetings continue to date. In addition, the District promotes information about the County Transition Council and announces parent/student trainings available on the District website and via mailings to parents. Trainings have included transition topics, homework help, tips for helping your student with special needs, and OVR programs available.

In 2012, Southmoreland School District was commended by Ron Tomalis, Secretary of Education for the Commonwealth of Pennsylvania, for the performance of our special needs students, who have achieved academically at the same rate or better than their typical peers for three years consecutively. This is a source of great pride for our school system which has truly

embraced full inclusion as our standard and high quality learning for all of our students. Beginning in the 2015-2016 school year, Special education staff began a series of trainings to further enhance their delivery of services. Those trainings included how to write relevant measurable goals, how to better monitor student progress, co-teaching models, post-secondary goals, and functional behavioral assessments, to name a few. In addition, regular education staff at the middle school and elementary school received trainings on following IEPs, what the components of IEP's are, and how to provide accommodations to students in the general education setting.

# 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
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Clairview School	Special Education Centers	Lifeskills Support, Multi-disabilities Support, Physical Support	7
Clelian Heights	Special Education Centers	Lifeskills Support	3
Dr. Robert Ketterer School at Adelphoi	Other	ES	1
WIU 7 Emotional Support Class at Norvelt Elementary	Neighboring School Districts	Emotional Support	3
Monarch School of Jewish Childrens' Bureau	Out-of-State Schools	Autistic Support	1
NHS Autism School	Special Education Centers	Autistic Support	4
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf and Hard of Hearing Impaired -- Full time	1
Pressley Ridge Day School	Special Education Centers	Emotional Support	2
NHS-Greensburg	Special Education Centers	Emotional Support	4
WIU7 Lifeskills Class at Norvelt Elementary	Neighboring School Districts	Lifeskills Support	1
WIU7 Lifeskills Class at Mount Pleasant Middle School	Neighboring School Districts	Lifeskills Support	2
Intensive Therapeutic Emotional Support Program (ITES)	Neighboring School Districts	Emotional Support	2
Crossroads AEDY	Other	Emotional Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* March 30, 2016

*Reason for the proposed change:* Update caseload

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Primary Center	An Elementary	A building in which	Itinerant	Learning Support	6 to 7	4	0.67

	School Building	General Education programs are operated					
Southmoreland Primary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 6	2	0.33

**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 30, 2016*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Primary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 8	3	0.5
Southmoreland Primary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 9	4	0.36

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 30, 2016*Reason for the proposed change:* Updated roster**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	14	1

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 30, 2016

*Reason for the proposed change:* Update caseload

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	4	0.29
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	10	0.71

**Program Position #5**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* March 30, 2016

*Reason for the proposed change:* Updated caseload

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	12	0.8
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 9	3	0.2

**Program Position #6**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* March 30, 2016

*Reason for the proposed change:* Updated caseload

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	15	1

**Program Position #7***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 30, 2016**Reason for the proposed change: Update caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 10	8	0.8
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	2	0.2

**Program Position #8***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 30, 2016**Reason for the proposed change: Update caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 13	1	0.11
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	8	0.89

**Program Position #9***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 30, 2016**Reason for the proposed change: Update caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Middle School	A Middle School	A building in which General	Itinerant	Learning Support	14 to 14	1	0.12

	Building	Education programs are operated					
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	7	0.88

**Program Position #10***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 30, 2016**Reason for the proposed change: Update caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	9	1

**Program Position #11***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 30, 2016**Reason for the proposed change: Updated caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	2	0.29
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	5	0.71

**Program Position #12***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 30, 2016**Reason for the proposed change: Update caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	4	0.44
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	5	0.56

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 30, 2016*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	3	0.27
Justification: Students are supported at grade level.							
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	8	0.53

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 30, 2016*Reason for the proposed change:* Updated caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	18 to 18	1	0.12
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	16	0.88

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

**PROGRAM DETAILS***Type: Position**Implementation Date: March 30, 2016**Reason for the proposed change: Updated caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 20	10	0.83
Justification: Students are in separate classes							
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	2	0.17

**Program Position #16***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 30, 2016**Reason for the proposed change: Update caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	13	1
Justification: Students are grouped by grade.							

**Program Position #17***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 30, 2016**Reason for the proposed change: Update Caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 13	12	0.28
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	8 to 11	31	0.72

		operated					
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**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 30, 2016*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Primary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 7	36	0.84
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 9	7	0.16

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 31, 2016*Reason for the proposed change:* Transfer of entities**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 7	11	1

**Program Position #20***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 30, 2016*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	10 to 13	4	0.8

Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Deaf and Hearing Impaired Support	21 to 21	1	0.2
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**Program Position #21***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 30, 2016*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.5
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	13 to 13	1	0.5

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 31, 2016*Average square feet in regular classrooms:* 850 sq. ft.*Square footage of this classroom:* 858 sq. ft. (33 feet long x 26 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southmoreland Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 13	5	1

**Special Education Support Services**

Support Service	Location	Teacher FTE
Personal Care Aide for Autistic Support student	Southmoreland Elementary School	1
Instructional Support Aide for Autistic Support classroom	Southmoreland Primary Center	1

Instructional Support Aide for Autistic Support classroom	Southmoreland Primary Center	1
Instructional Support Aide for Autistic Support classroom	Southmoreland Elementary School	1
Instructional Support Aide for Autistic Support classroom	Southmoreland Elementary School	1
Instructional Support Aide for Learning Support Classroom	Southmoreland Elementary School	1
Director of Pupil Services K-12	Southmoreland School District	1
Instructional Support Aide for Learning Support Classroom	Southmoreland Elementary School	1
Personal Care Aide	Southmoreland Elementary School	1
Instructional Support Aide for Learning Support Classroom	Southmoreland High School	1
Paraprofessional	Southmoreland High School	1
Paraprofessional	Southmoreland Elementary School	1
Personal Care Assistant	Southmoreland Primary Center	1
Personal Care Assistant	Southmoreland Elementary School	1
Instructional Support Aide for Autistic Support Class	Southmoreland Middle School	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Outside Contractor	3 Hours
Occupational Therapist	Outside Contractor	5 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Autistic Support teachers and support staff will attend trainings via webinars and through trainings at PaTTAN. Additionally, teachers and support staff will attend the yearly Autism Conference, which is sponsored by the Westmoreland Intermediate Unit. This conference provides attendees with peer to peer best practice discussions and high leverage strategies for students and parents.
<b>Person Responsible</b>	Director of Pupil Services
<b>Start Date</b>	8/29/2016
<b>End Date</b>	5/27/2019
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	7
<b>Provider</b>	PaTTAN; WIU Educational Consultants
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers and support staff will be taught new strategies to de-escalate and to enhance student learning in both the Autistic Support environment and in the regular education classroom.
<b>Research &amp; Best Practices Base</b>	Evidence Based practices will be utilized
<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><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<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><b>Training Format</b></p>	<p>Series of Workshops Live Webinar Professional Learning Communities</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Parents</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
<p><b>Evaluation Methods</b></p>	<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>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

## Behavior Support

<b>Description</b>	The Southmoreland School District will provide the following proposed professional development topics regarding Behavior: <ul style="list-style-type: none"> <li>• Nonviolent Crisis Intervention</li> <li>• Behavioral strategies for success in the classroom</li> </ul>
<b>Person Responsible</b>	Director of Pupil Services; Principals
<b>Start Date</b>	8/29/2016
<b>End Date</b>	5/27/2019
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	17
<b>Provider</b>	Southmoreland School District, WIU Educational Consultants, PaTTAN Educational Consultants
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	The teachers and support staff will review current strategies for de-escalation and antecedents to behaviors. Then, through the trainings, we will select new strategies to implement and evaluate in the upcoming years.
<b>Research &amp; Best Practices Base</b>	Evidence-based practices will be utilized.
<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>	Instructs the leader in managing resources for effective results.

<b>Training Format</b>	Series of Workshops Department Focused Presentation Online-Asynchronous Professional Learning Communities
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff 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>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
<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. Classroom student assessment data

## Paraprofessional

<b>Description</b>	Paraprofessionals are required to obtain at least 20 hours of professional development each school year. The Southmoreland School District will provide its paraprofessionals with opportunities to obtain these hours through a variety of professional development topics, including but not limited to supporting inclusion of students, collecting data, nonviolent crisis intervention, and maintaining confidentiality.
<b>Person Responsible</b>	Director of Pupil Services; Principals
<b>Start Date</b>	8/29/2016
<b>End Date</b>	5/27/2019

<b>Program Area(s)</b>	Professional Education, Special Education
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### Professional Development Details

<b>Hours Per Session</b>	4.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	15
<b>Provider</b>	Southmoreland School District, WIU Educational Consultants, PaTTAN Educational Consultants
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	These focused video trainings are on pertinent topics (TBI, RTii) and will enhance our staff's ability to work in a number of ways with many different issues.
<b>Research &amp; Best Practices Base</b>	Evidence-based practices will be used.
<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 educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	Paraprofessional

<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>	Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Participant survey Review of written reports summarizing instructional activity

### Reading NCLB #1

<b>Description</b>	The Southmoreland School District will provide the following professional development topics regarding reading: <ul style="list-style-type: none"> <li>• Curriculum based measurement in reading</li> <li>• Best practices in progress monitoring</li> </ul>
<b>Person Responsible</b>	Director of Pupil Services
<b>Start Date</b>	8/29/2016
<b>End Date</b>	5/27/2019
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	12
<b>Provider</b>	Southmoreland School District, WIU Educational Consultants, PaTTAN Educational Consultants
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Teachers and paraprofessionals will become more knowledgeable in conducting curriculum-based measurements to gain a greater understanding of data collection and how progress monitoring improves instruction.

<b>Research &amp; Best Practices Base</b>	Evidence-based and scientifically-based practices will be utilized in the trainings.
<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>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</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>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p>
<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. Classroom student assessment data
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## Transition

<b>Description</b>	As students approach graduation and post secondary life, their needs are different than when they were younger students. The Southmoreland School District will provide transition-focused professional development in the following areas: <ul style="list-style-type: none"> <li>• Effective practices in secondary transition</li> <li>• Writing standards-aligned IEPs for transition aged students</li> <li>• Compliance with federal and state regulations regarding transition IEPs</li> </ul>
<b>Person Responsible</b>	Director of Pupil Services
<b>Start Date</b>	8/29/2016
<b>End Date</b>	5/27/2019
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	10
<b>Provider</b>	Southmoreland School District; WIU Educational Consultants, PaTTAN Educational Consultants
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	These trainings will provide administrators and special education teachers the knowledge of how to develop IEPs that include: <ul style="list-style-type: none"> <li>• Post-secondary goals that are based on age appropriate transition assessments</li> <li>• Clearly written Present Levels of Academic Achievement and Functional Performance</li> <li>• Meaningful transition services and activities that will help the</li> </ul>

	<p>student to achieve his/her post-secondary goals</p> <ul style="list-style-type: none"> <li>• Measurable Annual Goals that address skill deficits and provide for progress monitoring</li> </ul>
<b>Research &amp; Best Practices Base</b>	Evidence-based practices will be utilized in these trainings.
<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>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>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>

<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. Classroom student assessment data Participant survey
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# 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).

**Affirmed by Michael Bentz on 4/22/2016**

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*Board President*

**Affirmed by John Molnar on 4/20/2016**

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*Superintendent/Chief Executive Officer*