

West Perry SD

Special Education Plan Report

07/01/2016 - 06/30/2019

District Profile

Demographics

2606 Shermans Valley Road
 Elliottsburg, PA 17024
 (717)789-3934
 Superintendent: Michael O'Brien
 Director of Special Education: Stephanie States

Planning Committee

Name	Role
Paula Jones	Administrator : Professional Education Special Education
Shana Kitner	Parent : Special Education
Carla May	High School Teacher - Special Education : Special Education
Nancy Snyder	Administrator : Professional Education Special Education
Stephanie States	Special Education Director/Specialist : Special Education
Kathy Sweigart	Instructional Coach/Mentor Librarian : Professional Education Special Education
Charles Thiemann	Board Member : Professional Education Special Education
LuAnn Visser	Ed Specialist - School Psychologist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 400

Identification Method

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

West Perry School District is currently investing time and resources to immerse the district in the RTII model. However, we recognize that this will take several years to train all staff and fully implement. At this time, we are still adhering to the discrepancy model when identifying students with specific learning disabilities. As is the case with all students who may be struggling academically or behaviorally, West Perry School District has a pre-referral intervention plan which is implemented after a student is referred by a teacher or parent. The RTII Support Team (elementary) and IST Team (secondary) may complete individual assessments and provide supplementary aids and services in the area(s) a student is showing a need for support. The team may engage other professionals (Learning Support teachers, Emotional Support teachers, Reading specialists, Speech & Language clinicians and/or counselors) to provide this intervention. Collectively the team continues to provide support until which time the student is either successful with supplementary aids and services or is still presenting needs which results in a referral. At this point a school psychologist would join the multidisciplinary team, providing assessment and data based on the discrepancy model in determining a specific learning disability. When reviewing eligibility, the multidisciplinary team follows the SLD guidelines as provided by the state.

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>

When reviewing the Special Education Enrollment Data Report from 2014-2015 a majority of Enrollment of Disabilities and Race/Ethnicity are statistically similar to the state enrollment. Due to enrollment numbers at West Perry, the district has a smaller number of students identified with an Intellectual Disability than the state average. The district recognizes that the LEA average is higher in the Specific Learning Disability category. At this time, West Perry has a higher percentage of students identified with Speech and Language Impairments than the state average.

With regards to Enrollment of Disabilities and Race/Ethnicity, West Perry School District is not significantly discrepant. As such, no plan is required at this time to address issues of significant disproportionalities.

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?

West Perry School District currently does not host any facilities under the Section 1306 of the Public School Code. When West Perry School district receives notification that a resident student is receiving their education at another district under Section 1306, the district claims the student and fulfills its financial obligation to the host district. When the Coordinator of Student Services receives notice that a student is enrolled in another district, the district provides all relevant educational records to the host district. West Perry School District and the host district collaborate, communicate, and work together for the purpose of educational planning and programming. Barriers that exist include timely and frequent communication about the student's educational program/progress, initial notification that a district resident is in another location and lack of communication when the student is ready to return to West Perry School District.

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).

The West Perry School District has the Perry County Prison within its boundaries, and we have developed a systematic, ongoing way of communicating with the prison to ensure FAPE. Please see this process as it is described below:

Registration Procedures

1. Warden completes Request for Enrollment form, indicating whether person has been charged or convicted.
2. Form is sent to West Perry School District, District Office, for determination of residence.
 - A. If student's parents reside within West Perry School District, the student will be designated as a resident.
 - B. If student's parents do not reside within West Perry School District, the District Office will send

PDE-4605A "Determination of District of Residence for Juveniles Incarcerated in Adult Facilities In Accordance with Section 1306.2 of School Code" to the parents' home school district of residence for acknowledgment. A nonresident student will be designated 1306 Institutionalized.

3. Determination of regular education versus special education status
 - A. If regular education is indicated, form is sent to high school principal.
 - B. If special education is indicated, form is sent to coordinator of student services
4. Entry/reentry code and first day of membership are recorded.
5. Completed form is copied and distributed as indicated.

Withdrawal Procedures

1. Warden completes Notice of Withdrawal form.
2. Form is sent to West Perry School District, District Office.
3. Withdrawal code and date are recorded.
4. Completed form is copied and distributed as indicated.

District Responsibilities

1. District completes PDE-374 "Expenditures for Education of Juveniles Incarcerated in Adult Facilities Budget."
2. District completes PDE-376 "Membership Report for Juveniles Incarcerated in Adult Facilities - Preliminary Report."
3. District submits PDE-374 and initial PDE-376-Preliminary Report to PDE by designated due dates.
4. At the end of the school year, District completes PDE-374-Final Expenditure Report and PDE-376-Year-End Report and submits to PDE by August 31st.
5. At the end of the school year, District completes PDE-375 "Listing of Students Educated in Adult Facilities and mails it to the school district of residence.

Start of School Year Procedures

1. No later than one week prior to the first school day, request preliminary enrollment information for incarcerated youth under 21.

Appendix A: "Perry County Prison: 20__-20__ Preliminary Enrollment Information" form.

2. Review information to determine who is of compulsory attendance age (less than 17 years of age) and review status (charged vs. convicted).
3. Match student information against records received to determine whether or not student is special education status.
4. Prior to the first school day, update the preliminary enrollment information. Add incarcerated youth recently confined and delete those released from Perry County Prison.
5. For incarcerated youth entitled to receive educational services (ages 17 to 21; no diploma), request prison liaison obtain incarcerated youth's intent to participate in educational services provided by West Perry School District at the prison.

Note: Youth under 17 years of age do not have an option due to compulsory attendance age.
Appendix B: "Educational Services Request" form.

6. Request prison liaison complete enrollment information on the following incarcerated youth and send to the district:
 - A. Those age 17 to 21 who have not yet received a diploma who indicated intent to receive educational services.
 - B. Those who are under age 17 and subject to compulsory attendance laws.

Appendix D: "Perry County Prison Request for Enrollment for Educational Services from West Perry School District" form.

7. Complete and distribute Enrollment forms according to existing registration procedures. (see Appendix C)
8. Request acknowledgement from home school district for nonresident students.
Appendix H: PDE-4605A "Determination of District of Residence for Juveniles Incarcerated in Adult Facilities in Accordance with Section 1306.2 of School Code."

9. Send "Annual Public Notice of Special Education Services and Programs" to Warden to post in the prison lobby.
Appendix I: Annual Public Notice of Special Education Services and Programs.

Ongoing Procedures

1. At the end of each marking period (quarterly), request prison liaison ask youth designated as special education eligible to complete the "Educational Services Request" form if they had previously indicated no intent to receive educational services.

2. Send letter to parents of special education eligible youth to notify them of the youth's decision not to receive educational services. Letter will also state that an individualized education program will continue to be available if the youth desires to receive educational services.

Appendix J: Parent Letter

3. Educational staff providing services at the prison will document instructional activities, hours, and mileage and submit same within 15 days of month's end to the designated supervisor.

Appendix K: "West Perry School District Tutoring" form.

End of Year Procedures

1. District completes PDE-374 "Expenditures for Education of Juveniles Incarcerated in Adult Facilities Budget."

Appendix L: PDE-374

2. District completes PDE-376 "Membership Report for Juveniles Incarcerated in Adult Facilities-Preliminary Report."

Appendix M: PDE-376

3. District submits PDE-374 and initial PDE-376-Preliminary Report to PDE by designated due dates.

4. At the end of the school year, District completes PDE-374-Final Expenditure Report and PDE-376-Year-End Report and submits to PDE by August 31st.

5. At the end of the school year, District completes PDE-375 "Listing of Students Educated in Adult Facilities" and mails it to the school district of residence.

Appendix N: PDE-375

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.

1. West Perry School District continues to strive to provide programming that educates students with disabilities in their least restrictive environment. West Perry School District has been committed to professional development opportunities, providing resources and interventions within regular education setting and differentiated instruction in order to support students in the least restrictive environment. The staff (both regular and special educators) is making instructional accommodations, adaptations and modifications within the regular curriculum and educational setting. Regular education teachers involved with an identified student participate in the student's IEP development to learn about the student's individual needs and assist in the development of goals, objectives and specially designed instruction. Prior to any removal from the regular education environment, the IEP team implements any supplementary aids and services that would benefit the student and continue their participation in the regular education setting. These supplementary aids and services could include but are not limited to: modifying instructional arrangements/expectations, adapting presentation and assessment methods, adapting/modifying materials, integrating assistive technology, modifying environmental arrangements, integrating sensory supports, integrating social/behavioral supports, incorporating peer support strategies, adapting/modifying curricular expectations and outcomes, incorporating structural aids and providing adult support within the regular education setting. Students in need of a more restrictive setting only receive this placement after having the opportunity to be educated in a less restrictive setting with appropriate and adequate supplemental aids and services. Placement and participation in the LRE is determined by the IEP team.

2. West Perry School District utilizes researched based curriculum assessments, standardized assessments and screening tools to identify students' needs and supports within the classroom setting. These include Dynamic Indicators of Basic Early Literacy Skills (DIBELS), DRA (Developmental Reading Assessment), GRADE (Group Reading Assessment and Diagnostic Evaluation), and i-Ready Diagnostic. Having a data-driven system allows the District to target and improve identified skill areas for students within the LRE. The District is currently participating in the Keystone to Opportunity (KTO) grant which focuses on literacy and requires extensive pre/mid/post assessment. In addition, the West Perry School District contracts with the Capital Area Intermediate Unit (CAIU) to provide Autism consultant services and psychological services to provide consultation, assessment information and feedback to support individual students in the regular education setting.

West Perry School District strives to meet the emotional/behavioral needs of our students as well as academically. West Perry School District is currently implementing PDE's School Wide Positive Behavior Support program at our elementary schools and seeks to expand this to our middle and high schools. In order to expand our Special Education continuum, West Perry School District is increasing the amount of Emotional Support programs at the secondary level. This will reduce the number of students placed outside their neighborhood school. The District currently collaborates with Laurel Life in order to provide school based mental health services. These services increase LRE as well as provide the necessary supports and services for students with emotional/behavioral needs within our District's programs. The Student Assistance Program is also utilized at all levels to

support student's mental health needs.

Teachers work collaboratively throughout the day and school year to support students' individual needs. Staff frequently participate in professional development opportunities and seek resources, feedback, and participation in individual meetings from PDE/PaTTAN, local agencies including CASSP (Child and Adolescent Service System Program), Laurel Life, Children and Youth, CPARC (The Arc of Cumberland and Perry Counties), Family Based Services, Cumberland-Perry Vocational Training Center, CIT (Center for Industrial Training), etc. This local coordination and collaboration builds staff capacity to meet the needs of students. West Perry School District also works collaboratively with the CAIU and the local consortium (Susquenita, Greenwood and Newport School Districts) to provide services, consultation, and training for parents and staff in the area of LRE and Special Education.

3. West Perry School District did not meet the SPP target for students inside the Regular Education Class 80% or more during the 2014-2015 school year. The district reported 56.7% of students inside the regular education classroom for 80% or more of the school day as compared to the state target of 62%. The district has identified core curriculum that special education students can participate in the regular education with additional accommodations and modifications. The teachers have been provided professional development to increase student participation in the regular education classroom. The District did not meet SPP for students inside the Regular Education Class less than 40%. When reviewing the data, this is a difference of approximately 5 additional students. The District has a transient population and a large number of foster homes that reside in the district and enroll identified students with a high level of service need. During enrollment and a period of transition, the IEP team reviews individual student's performance and determines if additional opportunities in regular education are appropriate.

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.

West Perry School District's policy for Positive Behavior Support enables children with Individualized Educational Programs (IEPs), who need a behavior management program, to benefit from their Free and Appropriate Public Education program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements in Pennsylvania's Regulations and Standards (Chapter 14.133) and Safe Schools (Chapter 10).

West Perry School District's Behavior Support policy states that the District's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan/program shall be conducted and implemented in

accordance with state and federal law and regulations. 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. 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' opportunity for learning and self-fulfillment. West Perry School District assures that it will provide adequate training and support to appropriate personnel in the use of specific procedures, methods, and techniques in accordance with PDE Guidelines for Positive Behavior Support. If the IEP determines that a positive behavior plan is needed, based on the results of a functional behavior assessment, preventative and antecedent strategies are determined in addition to de-escalation techniques and/or crisis plans to respond to behavior that requires intervention. West Perry School District is currently implementing the Student Assistance Program (SAP) District wide and the School Wide Positive Behavior Support (SWPBS) program at our elementary schools currently with plans to expand SWPBS to our middle and high schools. The District collaborates with Laurel Life in order to provide school based mental health services. These services increase LRE as well as provide the necessary supports and services for students with emotional/behavioral needs within our District programs. It is the intention that these supports and services will deter/prevent behavior that interferes with the learning of all students.

Teachers work collaboratively throughout the day and school year to support students' individual needs. Staff frequently participate in professional development opportunities and seek resources, feedback, and participation in individual meetings from PDE/PaTTAN, local agencies including CASSP, Laurel Life, Children and Youth, CPARC, Family Based Services, Cumberland-Perry Vocational Training Center, CIT, etc. This local coordination and collaboration builds staff capacity to meet the needs of students. West Perry also works collaboratively with the CAIU and the local consortium (Susquenita, Greenwood and Newport School Districts) to provide services, consultation, and training for parents and staff in the area of LRE and Special Education.

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.

1. If West Perry School District encounters difficulty ensuring FAPE for an individual student or disability category, the District has several procedures and methods with regards to placement. IEP or Reevaluation meetings are conducted to determine if supports, services and placement can be

met within the home school in the least restrictive environment. Once all efforts have been exhausted, West Perry School District considers District programs prior to a placement outside the District. West Perry School District also utilizes consortium programs, services and class placements through the local Intermediate Unit, private placements, and outside agencies including Children and Youth, MH/IDD (Mental Health/Intellectual and Developmental Delays), and Child and Adolescent Service System Program (CASSP).

2. Successful programs, services, educational placements including our programs of Life Skills, Autism, Emotional Support (elementary only) are available through the West Perry School District. In order to expand our Special Education continuum, West Perry School District is increasing our amount of Emotional Support programs at the secondary level. This will reduce the number of students placed outside their neighborhood school. The District also currently contracts with consortium districts, CAIU, private placements (Yellow Breeches Educational Center and River Rock Academy) and maintains an in-house cyber program which provides a variety of educational arrangements. Placement determinations are made by the IEP team on an individual basis. The District also collaborates with Laurel Life and provides the Student Assistance Program in order to provide school based mental health services. These services increase LRE as well as provide the necessary supports and services for students with emotional/behavioral needs within our District programs. Despite having a wide variety of programs, services and placements, the District is seeing an increased need for mental health/medical services for students. Information is shared with the community and families regarding eligibility and referral for these non-educational services but the District and its families struggle to access these services due to the rural nature of the area. The West Perry School District collaborates with Children and Youth, Behavioral Health and Rehabilitation Services (BHRS) [including Family Based Services, TSS/BSC, and intensive case management] juvenile probation, private counseling/therapies, and medical practitioners to coordinate services and integrate supports necessary to support students within an educational setting.

3. In order for West Perry School District to provide for a continuum of services within the District's middle and high school, West Perry School District will be moving forward with a plan that provides a higher level of Emotional Support Services for those students identified with that need. In the past, the District has had to remove students from their neighborhood school and look at placements with other public school or private placements. Moving forward, the plan will allow more students to stay in their neighborhood 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 West Perry School District is dedicated to meeting the needs of our students with special needs and helping them become productive members of our society. Our special education department encompasses many programs and initiatives to meet the variety of needs of each student. We focus on the needs of the individual student and develop a plan that includes services and

accommodations in the least restrictive environment. We develop programming, delivery of services, training for instructional staff based upon the students' needs.

Our Special Education department is comprised of highly trained individuals that are dedicated to meeting the needs of the students with special needs. Our team is made up of a Coordinator of Student Services, two full-time psychologists, one secretary, twenty-eight special education teachers, three Speech/Language Clinicians, two Occupational Therapist, __ paraprofessional, and __ personal care assistants.

Least Restrictive Environment (LRE)

West Perry School District continues to offer a continuum of special education services enabling the District to provide programming to students in the least restrictive environment. Our special education staff, in collaboration with regular education staff, administration, and parents, continually meets to discuss these options when deciding on services to foster student success. The vast majority of West Perry School District students receive support in the regular education environment and within their neighborhood school. When an IEP Team recommends more intense services to meet a student's needs, alternate placements may be considered. In both situations students are included with regular education peers as much as possible.

Program Development - Collaboration with Neighboring School Districts

West Perry School District has been a leader in providing Consortium level services to students.

As School Districts struggle to meet the needs of diverse students and to meet budgetary constraints, classes operated and shared by local consortia often provide appropriate services for an individual student. West Perry School District has created several programs and has accepted enrollment from our neighboring School Districts for the last several years. These include Emotional Support (elementary only) and Life Skills programs. In addition, we have encouraged those Districts to do the same so that we could offer area programming to students we have previously sent to Intermediate Unit programs. To date our neighboring school districts offer language impaired, autism, life skills, and emotional support programs. Attending programs offered through the consortia allows greater opportunity for home district involvement/inclusion.

Staff Development/Collaboration

West Perry School District offers professional and support staff many opportunities to attend professional development opportunities to enable them to stay current and proficient in research based instructional strategies and techniques. The District also contracts with IU consultants to work collaboratively with staff to provide effective instruction based on research-based methods. Departments collaborate at least monthly to review curriculum, initiatives and services necessary to support all students. Committees and Task Forces that focus on Special Education, RTII, Gifted Education, School Wide Behavioral Support, etc. meet on a regular basis to review successes and respond to the changing needs of our students.

Parent Involvement/Training

West Perry works closely with parents and involves them in all aspects of their children's education. Through RTII/IST, SAP, workshops, conferences, and MDR/IEP meetings, parents are invited to meet with staff to partner around the needs of students. PTO meetings at individual buildings and "Parent Nights" offered through consortium leadership have provided training to parents on a host of issues ranging from parenting skills to agency involvement.

Transition

West Perry School District provides a wide variety of transition activities to support students with significant disabilities. West Perry School District offers a wide variety of curriculum based experiences through school based work experiences, off-site work sites and contracts with CIT to improve vocational, functional and employment skills in individual students. In addition, West Perry High School's Life Skills and Autism programs developed a partners program where students without disabilities partner with their peers in the regular classroom environment to build social and communication skills. This program has improved tolerance and understanding of students with significant disabilities. West Perry School District is also reviewing formal alternate curriculums in order to enhance the instructional methods within the classroom setting and provide a consistent scope and sequence of instruction K-12 for our Life Skills and Autism Program. This curriculum builds skills necessary for post-schooling opportunities. West Perry School District is also committed to offering students with other vocational opportunities including participation in Cumberland-Perry Vocational Educational Center and a variety of curricular electives including Agriculture and Science, Art, Technology, etc. designed to enhance students' functional and employment skills.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Loysville Youth Development Center	Incarcerated	Capital Area Intermediate Unit	*

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Susquenita School District	Neighboring School Districts	Multiple Disabilities Support - Elementary	*
Susquenita School District	Neighboring School Districts	Emotional Support-Elementary	*
Diakon Wilderness Center	Other	School Based	*
NHS Human Services	Approved Private Schools	Autism	*
Vista School	Approved Private Schools	Autism	*
Devereux Brandywine	Other	School Based Partial	*
George Junior Republic HS	Other	School-Based Partial	*
River Rock Academy	Other	Alternative Education for Disruptive Youth	*
Capital Area Intermediate Unit-Hill Top Academy	Other	Multiple Disabilities Support	*
Susquenita School District	Neighboring School Districts	Autism - Secondary	*
Northwestern Academy -ITF	Other	School-Based	*

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 25, 2014

Reason for the proposed change: change of student demographic/need to provide emotional support by a permanent staff within the building (in the past had an itinerant teacher traveling to multiple buildings)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Blain Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 12	13	0.25
Justification: The teacher services multiple grade levels. There would not be an age range greater than 3 within any group since the teacher services the students one grade level at a time.							
Blain Elementary	An Elementary School	A building in which General	Supplemental (Less Than 80% but More	Learning Support	7 to 12	10	0.5

	Building	Education programs are operated	Than 20%)				
Justification: The teacher services multiple grade levels. There would not be an age range greater than 3 within any group since the teacher services the students one grade level at a time.							
Blain Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 12	12	0.25
Justification: The teacher services multiple grade levels. There would not be an age range greater than 3 within any group since the teacher services the students one grade level at a time.							

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 24, 2015

Reason for the proposed change: The proposed change is due to the change of student demographic and need for additional staff support at the middle school level for our students who need emotional support. This position changed from a middle/high level position to middle level position.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 16	25	1

Program Position #3

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Blain Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	13	0.25
Justification: The teacher services multiple grade levels. There would not be an age range greater than 3 within any group since the teacher services the students one grade level at a time.							
Blain Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	15	0.75
Justification: The teacher services multiple grade levels. There would not be an age range greater than 3 within any group since the teacher services the students one grade level at a time.							

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 25, 2014*Reason for the proposed change:* change of student demographic/need to provide emotional support by a permanent staff within the building (in the past had an itinerant teacher traveling to multiple buildings)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Carroll Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 12	13	0.25
Justification: The teacher services multiple grade levels. There would not be an age range greater than 3 within any group since the teacher services the students one grade level at a time.							
Carroll Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 12	10	0.5
Justification: The teacher services multiple grade levels. There would not be an age range greater than 3 within any group since the teacher services the students one grade level at a time.							
Carroll Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 12	12	0.25
Justification: The teacher services multiple grade levels. There would not be an age range greater than 3 within any group since the teacher services the students one grade level at a time.							

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 25, 2014*Reason for the proposed change:* change of student demographic/need to provide emotional support by a permanent staff within the building (in the past had an itinerant teacher traveling to multiple buildings)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Carroll Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 12	13	0.25

Justification: The teacher services multiple grade levels. There would not be an age range greater than 3 within any group since the teacher services the students one grade level at a time.							
Carroll Elementary	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 12	10	0.5
Justification: The teacher services multiple grade levels. There would not be an age range greater than 3 within any group since the teacher services the students one grade level at a time.							
Carroll Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 12	12	0.25
Justification: The teacher services multiple grade levels. There would not be an age range greater than 3 within any group since the teacher services the students one grade level at a time.							

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014

Reason for the proposed change: change of programming/need. This teacher provides more intensive learning support across K-5 grade levels. The teacher groups the students according to instructional level and age and in the event that groups are outside the age-range, waivers are approved by the parent.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Bloomfield Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 12	13	0.25
Justification: The teacher services multiple grade levels. There would not be an age range greater than 3 within any group since the teacher services the students one grade level at a time.							
New Bloomfield Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 12	15	0.75
Justification: The teacher services multiple grade levels. There would not be an age range greater than 3 within any group since the teacher services the students one grade level at a time.							

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
New Bloomfield Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	13	0.25
New Bloomfield Elementary	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	15	0.75

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Bloomfield Elementary	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 9	10	0.5
New Bloomfield Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	4	0.5

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Bloomfield Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	15	0.75
New Bloomfield Elementary	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 12	2	0.25

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Bloomfield Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	12	0.25
New Bloomfield Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 11	15	0.75
Justification: The teacher services multiple grade levels. There would not be an age range greater than 3 within any group since the teacher services the students one grade level at a time.							

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	13	0.25
West Perry Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	15	0.75

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry Middle	A Middle School	A building in which General	Itinerant	Learning Support	11 to 15	13	0.25

	Building	Education programs are operated					
West Perry Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	15	0.75

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	13	0.25
West Perry Middle	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 16	15	0.75

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	13	0.25
West Perry Middle	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 16	15	0.75

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
West Perry Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	25	0.5
West Perry Middle	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 16	10	0.5

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 16	20	1

Justification: The teacher services multiple grade levels. There would not be an age range greater than 3 within any group since the teacher services the students one grade level at a time.

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	13	0.25
West Perry High	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 18	15	0.75

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	25	0.5
West Perry High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	10	0.5

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	38	0.75
West Perry High	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 18	5	0.25

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	25	0.5
West Perry High	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	10	0.5

Program Position #21*Operator:* School District

PROGRAM DETAILS*Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	38	0.75
West Perry High	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 18	5	0.25

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	13	0.25
West Perry High	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	15	0.75

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	15	0.75
West Perry High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	17 to 21	4	0.25

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	15	0.75
West Perry High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 18	4	0.25

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Bloomfield Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	60	0.8
Justification: The clinician services multiple grade levels. There would not be an age range greater than 3 within any group since the clinician services the students one grade level at a time.							
New Bloomfield Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 8	5	0.2

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* Change of student demographics**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Blain Elementary	An	A building in	Itinerant	Speech and	5 to 12	39	0.6

	Elementary School Building	which General Education programs are operated		Language Support			
Justification: The clinician services multiple grade levels. There would not be an age range greater than 3 within any group since the clinician services the students one grade level at a time.							
West Perry Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 16	30	0.4
Justification: The clinician services multiple grade levels. There would not be an age range greater than 3 within any group since the clinician services the students one grade level at a time.							

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* Change of student demographics**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Carroll Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	39	0.6
Justification: The clinician services multiple grade levels. There would not be an age range greater than 3 within any group since the clinician services the students one grade level at a time.							
West Perry High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	26	0.4
Justification: The clinician services multiple grade levels. There would not be an age range greater than 3 within any group since the clinician services the students one grade level at a time.							

Program Position #28*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015*Reason for the proposed change:* Student now in high school**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	15 to 19	1	0.1

Program Position #29

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2015

Reason for the proposed change: Students receiving services are now at middle school and high school

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 18	4	0.1
West Perry Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	10 to 14	3	0.1

Program Position #30

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 23, 2013

Average square feet in regular classrooms: 100 sq. ft.

Square footage of this classroom: 1200 sq. ft. (40 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Perry Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	10	0.5
West Perry Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	12 to 15	2	0.25
West Perry Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 15	12	0.25

Special Education Support Services

Support Service	Location	Teacher FTE
Coordinator of Student Services	District Office	1
School Psychologist	New Bloomfield Elementary, Blain Elementary and West Perry High School	1
School Psychologist	Carroll Elementary and West Perry Middle School	1
Paraprofessionals	West Perry School District - Elementary	22
Paraprofessionals	West Perry School District - Middle School and High School	24

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Professional Placement Resources, LLC	Outside Contractor	7 Days
Physical Therapy	Intermediate Unit	3.5 Hours
Sign Language Interpreting	Outside Contractor	15 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Provide professional development to professional and support staff (2 sessions per building; 20-50 staff per building) and community members/parents in the area of Autism (annually). Evidence is provided by participation logs, training handouts and evaluation forms. Updated research, strategies, instructional practices and resources will be shared with participants.
Person Responsible	Coordinator of Student Services and Building Administrators/Consortia
Start Date	7/1/2016
End Date	6/7/2019
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	10
# of Participants Per Session	25
Provider	Coordinator of Student Services/Capital Area Intermediate Unit
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Professional and Support staff will gain an understanding of characteristics of Autism as well as practical supports and strategies to support the individual student identified as Autism. Participants will also gain information of the inclusion of student with autism in the LRE.
Research & Best Practices Base	The training information will be gathered from a variety of researched based journals/articles, experts in the field, Pennsylvania department of education, capital area intermediate unit and Pennsylvania training and technical assistance network.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Asst Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>
Evaluation Methods	<p>Participant survey Workshop evaluations</p>

Behavior Support

Description	West Perry School District professional staff will target participation in the following areas: Data Analysis, PATHS, and MTSS interventions. Safe Crisis Management trainings/recertifications will be provided by a certified in--district trainer. Onsite training will be provided to special education teachers, regular education teachers, paraprofessionals and parents.
Person Responsible	Director of Curriculum and Development & Special Education Coordinator
Start Date	7/25/2016
End Date	6/28/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	21
# of Participants Per Session	3
Provider	Capital Area Intermediate Unit & School District Trainer
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	These trainings will help select, administer and analyze screening data. This will also help select and implement target interventions for identified students. Participants will increase understanding and application of behavior supports and de-escalation strategies.
Research & Best Practices Base	Other approaches supported by the Bureau of Special Education/Pennsylvania Training and Technical Assistance Network (PaTTAN). Primary grades implement PATHS as the core behavior support program.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Building level team development/action plans</p>
Evaluation Methods	<p>Participant survey</p>

Paraprofessional

Description	<p>Special Education paraprofessionals are provided professional development throughout the school year in a variety of topics to enhance the supports and services provided to students. Professional Development is provided in the areas of literacy, technology, and special education related topics (disability awareness, positive behavioral supports, etc.) These trainings will take place in large group sessions and focus groups during the opening session at the start</p>
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	of the school year and early dismissals at the close of marking periods. There will be 2 (3 hour) sessions and 1 full day training annually.
Person Responsible	Coordinator of Student Services
Start Date	7/11/2016
End Date	6/28/2019
Program Area(s)	Professional Education, Special Education, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	42
Provider	Coordinator of Student Services,
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	The special education paraprofessional will gain knowledge and understanding in a variety of topics that specifically relate to the supports and services they provide to students. These topics will allow paraprofessionals to apply information within the classroom setting and when working directly with students.
Research & Best Practices Base	For the technology training, the ISTE standards are followed. The other topics will be based on researched based publications and resources provided by the Pennsylvania Department of Education, IDEA, Chapter 14, and Pattan.
For classroom teachers, school counselors and education specialists	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.
For school or LEA administrators, and other educators seeking leadership roles	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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Online-Asynchronous
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Consultation with Special Education Teacher(s)
Evaluation Methods	Participant survey Special Education Teacher feedback

Reading NCLB #1

Description	Provide ongoing professional development and training in the area of literacy. Sessions and participants will vary depending on the focus area and target group. Special Education is included in the West Perry School District Comprehensive Local Literacy Plan. This includes the following training topics to govern a 5 year period of time: Reading/Writing Across the Curriculum, Effective Reading/Writing Instruction, Best Practices in Literacy, Reading Apprenticeship (high school level), Using Literacy Assessment Data to Inform Instruction, Tier II and Tier III Literacy Interventions, Higher Order Thinking Skills, Student Engagement, Authentic Learning, Technology Integration, and Program specific trainings (i.e. Guided Reading, Read 180, etc.)
Person Responsible	Coordinator of Student Services and Building Administrators
Start Date	9/1/2016
End Date	9/1/2019
Program Area(s)	Professional Education, Special Education, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	24
# of Participants Per Session	15
Provider	West Perry School District (Administration and KtO Grant Literacy Team)
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Through this ongoing professional development series, professional staff will gain a wide variety of reading interventions, best practices and reading supports for all students in the area of literacy.
Research & Best Practices Base	Literacy Professional Development Plan in the area of Literacy has been designed in direct response to the Pennsylvania Comprehensive Literacy Plan and the Keystones to Opportunity Local Literacy Needs Assessment
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>

Participant Roles	<p>Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring</p>
Evaluation Methods	<p>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 KtO Grant site visits/evaluations</p>

Transition

Description	<p>Secondary staff will be provided an annual refresher in the area of transition. This will occur in large group sessions or focus groups. The intent of this ongoing professional development is to ensure that staff maintain IDEA and Chapter 14 compliance as well as provide quality planning that addresses individual student needs in the area of transition.</p>
Person Responsible	Coordinator of Student Services
Start Date	8/25/2016

End Date	6/21/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	15
Provider	Coordinator of Student Services
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Secondary Teachers will maintain current knowledge base around transition planning, transition assessments, resources available to assist with the transition process and strategies for student engagement that will increase graduation rates.
Research & Best Practices Base	Transition is a mandated IEP service and training content will be governed by federal and state guidelines from PDE, PaTTAN and the Capital Area Intermediate Unit.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	School Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Department collaboration
Evaluation Methods	IEP review and annual development

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer