

Elizabeth Forward SD
Special Education Plan Report
07/01/2015 - 06/30/2018

District Profile

Demographics

401 Rock Run Road
 Elizabeth, PA 15037
 (412)896-2300
 Superintendent: Bart Rocco
 Director of Special Education: Keith Gephart

Planning Committee

Name	Role
Marc Bellora	High School Teacher - Special Education : Special Education
Dana Cogley	Parent : Special Education
Rachael Egan	Middle School Teacher - Regular Education : Special Education
Keith Gephart	Special Education Director/Specialist : Special Education
Brad Simala	Administrator : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 398

Identification Method

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

The Elizabeth Forward School District continues to use the discrepancy model to identify students with specific learning disabilities. According to a student's cognitive abilities and intellectual development, as measured on the WJ-III Cog, and compared to their current academic achievement, as measured by the WJ-III ACH, students demonstrate a pattern of weaknesses in performance and achievement relative to their age.

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 district is not experiencing large discrepancies between our district and state percentages in regards to enrollment. Our district is near state percentages in terms of over all special education enrollment, Autism, Emotional Disturbance, Deaf-Blindness, and Hearing Impairment including Deafness. The district is below the state percentage in the area of Intellectual Disability. This may be due to the comprehensive evaluations that our district conducts. Although some students may have the cognitive scores to qualify, the evaluation considers other information including adaptive skills, functional skills, and medical issues, which may cause a student not to qualify under the category of intellectual disability.

Another enrollment difference is apparent in the elevated level of students with an Other Health Impairment and a lower level of students with a Specific Learning Disability. When reviewing this area, it was determined that the district is receiving evidence of medical conditions, such as ADD, that is found to be more impactful educationally, across environments, versus a finding of a specific learning disability, which may only impact a certain content area. This would lead to more students being identified as OHI than students identified as SLD.

Finally, the district does have an elevated percentage in terms of student identified as Speech and Language Impaired. When looking at the reasons why this is occurring, it appears as if the district

does a nice job of screening all students coming into kindergarten and potentially identifies more students with these needs that what occurs throughout the state. The district holds a number of transition activities for students enrolling in kindergarten. One of these activities is for each child to meet with a speech and language teacher and be pre-screened for potential speech concerns.

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?

For Children Institutions located within the Elizabeth Forward School District borders, the district acts as the host district and assumes all responsibility in terms of decisions regarding goals, programming, and educational placement of students. The district reviews the records of students to ensure that they receive FAPE and will work to reevaluate, when needed, to make sure that current data is available to make program decisions. The district does not report any barriers that limit its ability to meet its obligations under Section 1306 of the Public School Code.

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).

Currently, the district does not have any facilities that house incarcerated youth within its borders. The district does however, work to ensure that students, who are enrolled in our district, and are experiencing incarceration, needs are addressed. The district employs two social work certified individuals that work to provide services to students. Part of their responsibility is to address attendance as well as investigate situations in which students have been incarcerated and works with the probation officers, case managers, and others to ensure that the special education programs continue for those students and in turn provide FAPE. These individuals also work with the Special Education Liaison to determine the need for an evaluation for students, not currently identified as special ed, to determine if a school based disability exists and the need for special education services.

Least Restrictive Environment

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

The district's philosophy is that special education students need to be in the regular education classroom with their peers while being exposed to the general education curriculum. Since the 2010-2011 school year, the district has been placing students in a co-taught setting at the middle and high school, while a more inclusive setting is the focus of the elementary schools. Because of this, the percentage of students currently spending 80% or more of their day in the regular education setting has risen above the state average. In addition to this, the number of students spending time in the regular classroom less than 40% of their day is at a level not reported on the State Performance Plan. This is due to the fact that the number is so low. This is evidence of our district's commitment to include all students to greatest extent possible and shows that our students, with the greatest needs, are spending time in the regular classroom with their same aged peers.

An area of the State Performance Plan that is of concern is the number of students placed outside the district. The district is reported to have 4% more students in outside placement than the state average. The district attributes this to a small number of students who require a more specialized setting such as the Children's Institute and the Pittsburgh School for the Blind. In these cases, the IEP team determined that, given the student's level of need, the district could not provide the services that the students require and that these placements were more appropriate. Without these students factored in, the district's percentages would be closer to the state average. In addition to that, the district is working with our outside placement providers to transition our students back to their regular schools, when the IEP team determines that the student's needs can be met at their home school. A number of students have returned to their home school in the past two years.

To fully incorporate co-teaching/inclusive settings, the IEP teams consider a full range of supplementary supports and services when making placement decisions for students. These supplementary aides and services include program and curriculum modifications, FBA's and positive behavior supports, counseling as a related service, as well as the use of paraprofessionals to support students in these settings. These considerations occur in all programs at the Elizabeth Forward School District and are part of the IEP process. The staff utilizes the SAS toolkit to guide their decisions and placement begins within the regular education classrooms prior to a more restrictive environment is considered.

To help our staff and students, the district has provided training within this area. We have

contracted with the Watson Institute to provide consultation about students and strategies. We use PATTAN, the Allegheny Intermediate Unit, and other resources for additional trainings as well as giving the staff the ability to attend any trainings they wish to attend.

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 district has a positive behavior support policy as well as a restraint policy. Each policy includes the required regulatory components. The district's policy/procedure specifically states that physical restraints may only be used as a crisis intervention when a student is a clear and present danger to oneself and/or others. District policy prohibits the use of prone restraints and district procedures do not permit the use of any floor restraints.

The district reports all of the required information to the RISC system and district staff are trained in using the system. In the event of a restraint, the district requires parent notification of the restraint within 24 hours. Included in that procedure is a cover letter that follows up with a parent phone call. IEP meetings are held and a plan for eliminating restraints are addressed. The parent has the option of waiving the IEP meeting.

For students that display behaviors that impede their learning or the learning of others, the district conducts functional behavior assessments and then develops positive behavior support plans based on the findings of those assessments.

Finally, in both the elementary and secondary levels, each school building utilizes school wide positive behavior interventions and supports. Each school has developed their own system to provide these positive supports, but all three have created a tiered system of response for students. Included in these programs is the Olweus anti-bullying program and the RENEW program, which has shown positive results within our schools. The high school is working with the UPMC to further implement a school wide plan at their level.

Each year, the district provides training in the area of de-escalation to utilize strategies to meet the behavioral needs of our students.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within

the LEA. Include an overview of services provided through interagency collaboration within the LEA.

3. Discuss any expansion of the continuum of services planned during the life of this plan.

The district has not experienced difficulties with placing students, finding programs for students, or providing special education services. In the event that this would occur, the district would seek the assistance of the Allegheny Intermediate Unit to help us correct the situation.

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 Elizabeth Forward School District is working diligently to create an environment that is inclusive and welcoming to all students. We are committed to having our students achieve and be successful beyond our school walls. Our program highlights include:

Partners Physical Education

- This high school program was developed to foster interactions between our high school life skills students and the other students within the school. The program has flourished and the students now feel as if they are an active member of the school and have developed friendships. The members of the class are involved in many different activities which include dances, field trips, and events that require the students to interact in a fun way.

High School Life Skills

- Our goal with this program is to work to make sure that students are prepared for adult life after they leave our district. The district has remodeled the classroom to provide the opportunity for students to learn functional skills such as cooking and cleaning. The room is equipped with a full kitchen as well as a washer and dryer.

The district has also created a functional work lab within the school. The district purchased a PAES lab where students work on job skills and are assessed on those job skills. The district uses the data from these assessments to identify the strengths and weaknesses of our students as well as identifying possible post secondary goals for these students.

Another aspect of our Life Skills program is the cafe that is located in the high school media center. This is a fully functional cafe where coffee and snacks are served. The Life Skills students work the cafe and get the opportunity to practice the skills they have obtained through the PAES lab. The students prepare and serve food as well as work the cash register.

Transition Coordinator

- The district employs a full-time transition coordinator who provides support for students. This person assesses students, works to create transition plans for students, and provides students with community based instruction opportunities. Our transition coordinator also seeks out post secondary placements and programs for students to ensure that when they leave our district they have an opportunity for a successful adult life. The staff has been trained by the Allegheny Intermediate Unit in developing IEPs that are transition based and provide a strong plan for a student's future.

PBIS/RENEW

- The district currently utilizes Positive Behavior Interventions and Supports at all levels. At the high school, Staff is working to expand the program by strengthening the tier two interventions they have available for students. The staff is incorporating check-in and check-outs with students. All staff is being trained in this area. In addition to this, the high school has adopted RENEW (Rehabilitation for Empowerment, Natural supports, Education, and Work program). Six staff members from the high school have been trained and facilitate this structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavior challenges.

RENEW focuses on supporting each youth to design and pursue a plan for the transition from school to adult life. Data confirms RENEW has substantially increased the high school completion, employment, and post-secondary education participation rates among the most vulnerable youth. Model features of RENEW include: 1) self-determination, 2) personal futures planning, 3) strengths based approach, 4) individualized school-to-career planning, 5) building family and other natural and community supports, 6) wraparound and 7) systematic support and consultation.

One to One Initiative-

The district has incorporated a one to one initiative where each student receives an IPAD. Although this is not a special education specific program, it has benefitted the special education program greatly. The district has essentially given each student an assistive technology device. Students have the ability to use the IPAD for skill building using the ESPARK program. The ESPARK program assesses the student's needs, develops individual learning paths based on their academic levels, and provides the students the opportunity to build on skill weaknesses. Students also use Bookshare along with the Read to Go app where their textbooks are digital and the app reads the text to the students. This has shown great results for students who have difficulty reading. All special education staff are trained in IPAD capabilities as well as the assessments used by ESPARK.

The strengths of our programs begin with the staff we have at Elizabeth Forward. First and foremost, our staff is highly qualified. All staff are certified in the area that they are providing direct instruction. When the staff is co-teaching, the district administration looks at the unique skills that the staff member offers as well as the additional certifications the staff has before placing that staff member in a general education class with a regular education teacher. Second, the goal of our district is to maintain a welcoming, working relationship with the parents of our district. Although we are not perfect, most if not all of our issues, concerns, and or complaints are able to be resolved in an amicable way with no further steps needed to be taken, such as mediation or due process.

Assurances

Special Education Assurances

No policies or procedures have been identified.

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
Wesley Spectrum K-9	Approved Private Schools	Mental Health/Special Education	3
Pressley Ridge	Approved Private Schools	Mental Health/Special Education	2
Western Pa School for the Blind	Approved Private Schools	Special Education	2
The Children's Institute	Approved Private Schools	Special Education	3
The Pathfinder School	Special Education Centers	Special Education	1
Wesley Spectrum High School	Special Education Centers	Mental Health/Special Education	4
NHS Autism School	Other	Special Education	2
Tillotson	Approved Private Schools	Special Education	3
PACE	Approved Private Schools	Special Education	1
WISCA	Other	Special Education	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: May 1, 2015

Reason for the proposed change: Better use of staff with the number of students in the program.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Elementary AK	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 9	4	0.5
Central Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25
Central Elementary AK	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 11	5	0.25

Program Position #2

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Elementary CB	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 8	10	0.5
Central Elementary CB	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	25	0.5

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
Central Elementary KB	An Elementary	A building in which	Supplemental (Less Than 80%)	Life Skills	6 to 8	16	0.8

	School Building	General Education programs are operated	but More Than 20%)	Support			
Central Elementary KB	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	8 to 11	2	0.1
Central Elementary KB	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	8 to 11	1	0.1

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Greenock Elementary RR	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 8	20	1

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Vernon Elementary RM	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 10	10	0.5
Mount Vernon Elementary RM	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	25	0.5

Program Position #6*Operator:* School District**PROGRAM DETAILS**

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
William Penn Elementary SG	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 8	10	0.5
William Penn Elementary SG	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	25	0.5

Program Position #7

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
William Penn Elementary KR	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 11	16	0.8
William Penn Elementary KR	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	10	0.2

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
EF Middle School GS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	20	1

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
EF Middle School TC	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 14	5	0.25
EF Middle School TC	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	25	0.5
EF Middle School TC	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	5	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
EF Middle School NG	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	25	0.5
EF Middle School NG	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 14	10	0.5

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
EF Middle School DH	A Middle School Building	A building in which General Education programs are	Itinerant	Learning Support	12 to 14	25	0.5

		operated					
EF 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 14	10	0.5

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
EF Middle School RC	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	25	0.5
EF 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 14	10	0.5

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
EF Middle School MD	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 14	10	0.5
EF Middle School MD	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	25	0.5

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
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EF High School PR	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	5	0.25
EF High School PR	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	25	0.5
EF High School PR	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	12	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EF High School DK	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	25	0.5
EF High School DK	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	5	0.25
EF High School DK	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	12	0.25

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
EF High School PZ	A Senior High School	A building in which General	Itinerant	Learning Support	16 to 19	25	0.5

	Building	Education programs are operated					
EF High School PZ	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	5	0.25
EF High School PZ	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	12	0.25

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
EF High School LG	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	25	0.5
EF High School LG	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	5	0.25
EF High School LG	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	12	0.25

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
EF High School MB	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	25	0.5

EF High School MB	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	5	0.25
EF High School MB	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	12	0.25

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
EF High School NC	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	19 to 21	10	0.5
EF High School NC	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	10	0.5

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
EF High School DP	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
EF High School DP	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	12	0.25
EF High School DP	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	14 to 18	25	0.5

		operated					
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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
Mount Vernon and William Penn	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1

Justification: Teacher has different levels on her roster but does not go above age range when working with students in a classroom.

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
Central and Greenock	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1

Justification: Teacher has different levels on her roster but does not go above age range when working with students in a classroom.

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
EF Middle and High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 18	65	1

Justification: Teacher has different levels on his roster but does not go above age range when working with students in a classroom.

Program Position #24*Operator:* Intermediate Unit

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Vernon	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	9 to 11	20	1

Program Position #25*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EF High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	14 to 18	20	1

Program Position #26*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Hearing	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 8	20	0.5
Middle School Hearing	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 14	20	0.5

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2014*Average square feet in regular classrooms:* 750 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
William Penn Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	5	0.5
William Penn 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 11	5	0.5

Program Position #28

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2014

Average square feet in regular classrooms: 750 sq. ft.

Square footage of this classroom: 832 sq. ft. (32 feet long x 26 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Vernon Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	5	0.5
Mount Vernon 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 11	5	0.5

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Liaison	District Office	1
School Psychologist	District Office	1
Elementary School Social Worker	District Elementary Schools	1
Speech/Language Clinician	Central/Greenock	1
Speech/Language Clinician	MS/HS/ Central Elementary	1
Speech/Language Clinician	William Penn Elementary/ Mount Vernon Elementary	1

Paraeducator	Elizabeth Forward High School	4
Paraeducator	Elizabeth Forward Middle School	5
Paraeducator	William Penn Elementary	2
Paraeducator	Mount Vernon Elementary	1
Paraeducator	Central Elementary	6

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Teacher of Students with Visual Impairments	Intermediate Unit	3 Days
Teacher of Students with Visual Impairments	Intermediate Unit	3 Days
Hearing Support Teacher	Intermediate Unit	3 Days
Occupational Therapist	Intermediate Unit	2 Days
Occupational Therapist	Intermediate Unit	2 Days
Physical Therapist	Intermediate Unit	3 Days

District Level Plan

Special Education Personnel Development

Autism

Description	The students with Autism will continue to be educated with their peers in the least restrictive environment. The strategies provided through training will enable our students to continue to reach their goals. Programs implemented will give clear evidence of success when the student's needs are being addressed in an appropriate manner through the use of specially designed instruction and behavior supports. Examples of such supports are the use of picture schedules, sensory items, and positive behavior support plans.
Person Responsible	Keith Gephart
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	6
# of Participants Per Session	30
Provider	AIU, Watson Institute, District Staff
Provider Type	For Profit Company, and School Entity
PDE Approved	Yes
Knowledge Gain	Administrators, faculty, and staff will improve upon or gain a better understanding about the needs of students with Autism. They will specially understand the social needs of these students and be able to implement an appropriate program utilizing supplementary aides and services which will enable students to access the general education curriculum and classrooms.
Research & Best Practices Base	Resources chosen to present and materials recommended for use will be research based and best practice in the area of Autism. The district will review materials and resources with providers to ensure their quality.
For classroom teachers, school counselors and	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling

education specialists	<p>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>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops School Whole Group Presentation Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>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.</p> <p>Classroom student assessment data Participant survey</p>

Behavior Support

Description	The district will continue to develop and utilize a School-Wide Positive Behavior Support program at all levels and buildings. Administrators and staff will continue to receive trainings regarding tiered levels of interventions, conducting functional behavioral assessments, and developing positive behavior support plans. District administrators will monitor the use and effectiveness of the positive behavior plans through the iep process as well as individual meetings with staff members and, if necessary, parents.
Person Responsible	Keith Gephart and Building Principals
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	5.0
# of Sessions	6
# of Participants Per Session	100
Provider	The Watson Institute, AIU3, and District Staff
Provider Type	For Profit Company, and School Entity
PDE Approved	Yes
Knowledge Gain	Administrators, parents, teachers, students, and staff will gain a strong understanding of School-Wide Positive Behavior programs and be able to implement a program with fidelity. The school buildings will have a clear set of goals, rules, and procedures to help improve student behavior. In addition all staff members will improve upon or gain a better understanding of functional behavior assessments and the positive behavior plans that follow. Staff will be able to better implement these programs and help students meet their goals.
Research & Best Practices Base	The district will utilize research based resources and best practices specifically those that are recommended through the Pennsylvania Department of Education. The district uses all state approved forms and processes to conduct functional behavioral assessments and positive behavior plans.
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

	<p>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>For school or LEA administrators, and other educators seeking leadership roles</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>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
<p>Training Format</p>	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>The district will review student data in regards to student behavior</p>
<p>Evaluation Methods</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>Participant survey</p>

Paraprofessional

Description	The district provides our paraprofessionals with a needs assessment at the beginning of each year. Based on their personal responses, the paraprofessionals identify areas in which they will need professional development. The paraprofessionals are then provided with presentations, workshops, and course in which they can meet their professional development needs. Paraprofessionals either submit evidence of course completion or an evaluation of the presentation and workshops.
Person Responsible	Keith Gephart
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	5.0
# of Sessions	12
# of Participants Per Session	20
Provider	Elizabeth Forward School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	The program is tailored to the individual paraprofessional's need. The staff is able to gain knowledge about specific disabilities, subject/content areas, behavioral support, and professional roles to name a few. The paraprofessionals also are trained in CPR at the beginning of each school year.
Research & Best Practices Base	All training materials and resources are research based and are best practices. The district seeks out materials and resources that are recommended by various agencies including the Allegheny Intermediate unit 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	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	<p>ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Paraprofessionals submit evidence of completion
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.</p> <p>Paraprofessionals submit evidence of completion</p>

Reading NCLB #1

Description	Students will be scheduled into small intervention groups working on specific intense interventions. Staff will progress monitor students . Data team meetings will be held district wide where staff review student data and make data driven decisions to adjust programming when necessary
Person Responsible	Keith Gephart and Building Principals
Start Date	7/1/2015
End Date	6/30/2018

Program Area(s)	Professional Education, Special Education
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Professional Development Details

Hours Per Session	5.0
# of Sessions	4
# of Participants Per Session	20
Provider	Contracted Consultant
Provider Type	Individual
PDE Approved	No
Knowledge Gain	The staff members will be trained in Orton-Gillingham, Read 180, Sonday, and other interventions and will gain knowledge to address specific reading difficulties with individual students.
Research & Best Practices Base	The district works closely with providers to ensure intervention quality. The district also reviews the "What Works Clearinghouse" when making decisions about purchasing or utilizing interventions.
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 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>
Training Format	Series of Workshops
Participant Roles	Classroom teachers Paraprofessional
Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

	High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

Transition

Description	Students will be scheduled into transition activities such as the functional work lab, community based instruction, and work experiences. All students will be assessed in the areas of job skills, interests, and personality. From these assessments, reports will be compiled and the students ieps will be developed based on the strengths and needs identified through the assessment.
Person Responsible	Keith Gephart and Building Principals
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	7.0
# of Sessions	6
# of Participants Per Session	30
Provider	Elizabeth Forward School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Administrators, faculty, and staff will improve upon or gain a greater knowledge of the needs of students in terms of post-secondary goals. They will build a better knowledge base of the assessment and progress monitoring of students in terms of job skills, interests, and personality. They will be provided the skills to identify strengths and needs and use that information to build appropriate programming for students to ensure post-secondary success.

Research & Best Practices Base	All training materials and resources are research based and are best practices. The district seeks out materials and resources that are recommended by various agencies including the Allegheny Intermediate unit and PATTAN.
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>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>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>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> <p>Analysis of student work, with administrator and/or peers</p> <p>IEP review along with the review of student reports</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.</p> <p>Classroom student assessment data</p>

	Review of written reports summarizing instructional activity
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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.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer