

Otto-Eldred SD

Special Education Plan Report

07/01/2017 - 06/30/2020

District Profile

Demographics

143 R L Sweitzer Dr
 Duke Center, PA 16729-9507
 814-817-1380
 Superintendent: Matthew Splain
 Director of Special Education: Lindsay Burns

Planning Committee

| Name | Role |
|-------------------|--|
| Melissa Merry | Administrator : Professional Education Special Education |
| Matthew Splain | Administrator : Professional Education Special Education |
| Richard Rivers | Board Member : Professional Education Special Education |
| Lindsay Burns | Building Principal : Professional Education Special Education |
| Harley Ramsey | Building Principal : Professional Education Special Education |
| Lisa Beaver | Business Representative : Professional Education Special Education |
| Heidi Bennett | Business Representative : Professional Education Special Education |
| Nicole Cochran | Community Representative : Professional Education Special Education |
| John Grigsby | Community Representative : Professional Education Special Education |
| Kimberly Alfieri | Ed Specialist - School Counselor : Professional Education Special Education |
| Martha Wolf | Ed Specialist - School Counselor : Professional Education Special Education |
| Nicole Garthwaite | Elementary School Teacher - Regular Education : Professional Education Special Education |
| Shannon Kio | Elementary School Teacher - Regular Education : Professional Education Special Education |
| Teri Lucas | Elementary School Teacher - Special Education : Professional Education Special Education |

| | |
|-------------------|---|
| Naoma Hayden | High School Teacher - Regular Education : Professional Education Special Education |
| Ricci Jeannerette | High School Teacher - Regular Education : Professional Education Special Education |
| Fawn Miller | Middle School Teacher - Regular Education : Professional Education Special Education |
| Tammy Reitler | Middle School Teacher - Regular Education : Professional Education Special Education |
| Amy Jordan | Parent : Professional Education Special Education |
| Stefanie Wolfe | Parent : Professional Education Special Education |
| Julie Cochran | Teacher/Coach : Professional Education Special Education |

Core Foundations

Special Education

Special Education Students

Total students identified: 102

Identification Method

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

The Otto-Eldred School District continues to use the discrepancy model for the identification of Specific Learning Disabled students.

Otto-Eldred Elementary Referral Process

At the elementary school, teachers are expected to establish and maintain reliable data. Data resources include DIBELS (mandatory grades K-3; optional 4-6), NWEA MAP testing (Grades K-6), ALEKS data (Grades 3-6) and other curricular assessments. Teachers also utilize e-metric, PSSA data, and value added assessment. This information is used to help determine those students in need of developmental supports for reading and math.

The Otto-Eldred Elementary School utilizes data team meetings 3 times per year to look at each grade and class to determine gaps and need areas. A "flex" time is built into each grade level in order to provide time for remediation or acceleration. A part time interventionist is also utilized to pull small groups of students out to intensely remediate specific need areas. Although not called RTII, the Otto-Eldred Elementary utilizes a similar model meeting Tier 1, 2 & 3 level learners; time with our interventionist being Tier 3.

Parents are provided with progress monitoring and/or benchmark data 3 times per year. Parents who have identified students with a disability received progress monitoring and goal area progress quarterly with each report card.

When progress is not seen despite additional interventions, the pre-referral team meets to discuss the student and parent contact is made. A Permission to Evaluate is created and sent home for parent signature. A parent can also request an evaluation at any time. The school district follows Chapter 14 guidelines when considering a parent request for an evaluation.

Once the Permission to Evaluate has been signed by the parent/guardian and received, the school conducts a formal evaluation of the student. The evaluation of the student may include assessments of intellectual ability, academic achievement, and emotional, behavioral, and social functioning.

Additional information is collected from the parent, student, and supporting teacher(s) and school records are reviewed. A student observation is also conducted.

A meeting is then scheduled for a mutually agreeable date and time. At the meeting, all information obtained is reviewed, explained, and discussed. Parents are encouraged to provide additional information and ask questions as needed. Supplementary aids are considered. Together the team

(including the parent member) determines eligibility and need. Signatures are obtained at the meeting, and members of the team are asked to check whether they agree or disagree. Those who disagree with the team's conclusion are asked to write a dissenting opinion. When a student is suspected of having a specific learning disability, the 10 questions regarding SLD are reviewed and discussed with team members (Section 14.125 22 PA Code Chapter 14).

Otto-Eldred High School Referral Process

At the high school, teachers are expected to establish and maintain reliable data. Data resources include Classroom Diagnostic Tests (CDT's), NWEA MAP assessment, ALEKS (Grades 7-8) and curricular assessments. Teachers also utilize e-metric, PSSA/Keystone data, and value added assessment. This information is used to help determine those students in need of additional academic supports.

When a need arises, the pre-referral team, that consists of the guidance counselor, and/or principal, and teachers, meet to discuss the student's strengths and needs. Collected data and available information are used to determine the appropriateness of an evaluation. If an evaluation is needed, parent contact is made, and Permission to Evaluate is developed. A parent can also request an evaluation at any time. The school district follows Chapter 14 guidelines when considering a parent request for an evaluation.

Once the Permission to Evaluate has been signed by the parent/guardian and received, the school conducts a formal evaluation of the student. The evaluation of the student may include assessments of intellectual ability, academic achievement, and emotional, behavioral, and social functioning. Additional information is collected from the parent, student, and supporting teacher(s), and school records are reviewed. A student observation is also conducted.

A meeting is then scheduled for a mutually agreeable date and time. At the meeting, all information obtained is reviewed, explained, and discussed. Parents are encouraged to provide additional information and ask questions as needed. Supplementary aids are considered. Together the team (including the parent member) determines eligibility and need. Signatures are received at the meeting, and individuals are asked to check whether they agree or disagree. Those who disagree with the team's conclusion are asked to write a dissenting opinion. When a student is suspected of having a specific learning disability, the 10 questions regarding SLD are reviewed and discussed with team members (Section 14.125 22 PA Code Chapter 14).

Enrollment

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

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

State average for Special Education students for the 2016-2017 school year was 16.5%. Otto Eldred's percentage of Special Education students for this same year was 16.1%. Otto Eldred's percentage increased 1.2% from 2014-2015 school year; however, the state average also increased by .9%. For the past 3 years Otto-Eldred's total special education enrollment has been below state average. Otto Eldred has a transient population, especially with neighboring school districts. Many students enter the school district previously identified as Special Education students. Otto Eldred is a small school district; therefore, percentages are easily affected. Total enrollment has decreased by 73 with special education enrollment only decreasing by 3.

The percentage of students with a Specific Learning Disability has fluctuated over the past 3 years. Last year we saw a 5.4% decrease. This year we saw a 9.6% increase in this classification area. Otto-Eldred School District's percent is 7.2% above the state average for SLD. The percentage of students with a Speech and Language impairment has seen a significant decrease. Last year we had 37.5% identified and this year we are at 17.6%. Otto-Eldred SD is above the state average by 2.9%; however, last year we were 22.5% higher than the state average. This percentage has seen a steady increase over the past three years. There had been a steady increase in speech numbers over the past 3 years; however, the district is now making certain to determine if speech and language is actually a secondary disability category or is a related service with each student's individual testing and data review. Although some numbers slightly above the state average, the district's special education enrollment is under the state average as a whole.

Otto-Eldred has a high economically disadvantaged population. As a district, we work collaboratively with Early Intervention in an attempt to get children necessary services prior to entering school. We are aware that students are in need of services, both speech and academic, prior to entering school aged programming. Otto-Eldred was a part of the KtO initiative, birth-12. Although that grant ended, the district took steps in carrying out aspects of that initiative to continue to provide for the needs of students.

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?

Although there are no residential student facilities located within our school district, the Otto-Eldred School District would work cooperatively with the sending districts to ensure FAPE. We as the host district would enroll students in a public school program appropriate to meet the student's need. We would include the residential school personnel in necessary meetings regarding the student. As the host school, we would ensure the student is receiving all services and programming necessary to meeting individual needs and provide FAPE. If revisions or new information is needed regarding special education programming, new evaluations or revisions would be made. If additional support or consultative services are needed, the host district's IU could be contacted for support.

Incarcerated Students Oversight

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

Although there are no incarcerated student facilities located within our school district, the Otto-Eldred School District will provide all educational records to the receiving host district. Discussion with the host school district will be held prior to the return of the student. The Otto-Eldred School District will accept all student assignments as it relates to the IEP. For students who are incarcerated and are believed to have a disability, the Otto-Eldred School District will notify the host district and seek all needs to provide that student with FAPE.

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 Otto-Eldred School District has a very strong commitment to ensure that, to the extent appropriate, the students with disabilities 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. Through the onset of the referral process, data is collected regarding student achievement, pre/post interventions, and strategies. An extensive evaluation process is provided to each and every student to determine student needs. All evaluations require a multi-disciplinary meeting to determine student eligibility and only after a review of Supplementary Aids and Services are discussed is the need for specially designed instruction considered for the student. The least restrictive environment for a student depends upon the IEP team's determination of what is appropriate for the student. Guiding questions for IEP team consideration focus first on what will be provided for a student before questions of where it will be provided. The following guiding questions lead IEP teams toward appropriate decision making:

* Can appropriate education (determined by the IEP team) be achieved in the regular education class

with supports already in place?

* Can the regular classroom and teaching be modified by providing supplementary aids and services in order to achieve appropriate education?

* Can appropriate education be achieved in the next, more restrictive setting with services currently in place?

* Can the next more restrictive setting be modified by providing supplementary aids and services in order to achieve appropriate education?

* Are there additional opportunities for integration, either through extracurricular activities, or while achieving some IEP goals?

Training in data collection, alternative assessments and effective practices are a part of the protocol of the school psychologist. Through in-service programs, classroom orientations, school administrators and classroom teachers have access to training on differentiated instruction, inclusion practices, Autism, school wide behavior support, progress monitoring, Multi-Tiered Systematic Supports (MTSS) and data analysis. Through the on-going in-service programs, multi-disciplinary team members are able to discuss and determine appropriate placements for students. TAC staff from the Intermediate Unit provide consultation and training to Otto-Eldred School staff through on-site training, Autism Support, progress monitoring, behavior and inclusion. Training of staff has been through large groups, classroom modeling, guided practices and workshop format.

76.2% of the special education students are inside regular education environments 80% or more during their school day. This is 13.8% above the state average. Students in fair share classrooms attend general education classes within the district they attend. These students are also able to participate in Otto Eldred School District's extracurricular activities.

Currently the district has 3 students being educated outside of the district in more restrictive placement than what is offered within the school district. In the past three years, Otto-Eldred School District increased the number of programs available within district. Two Emotional Support classrooms (1 elementary and 1 high school) have been added to the district and are district run. A High School Life Skills Support classrooms was added and is run by the Intermediate Unit. This has decreased the number of students being educated outside of the district by 14.

ER/RER meetings and IEP meetings are held to discuss outside district placements and only after the LRE is discussed and guided questions reviewed are these students placed outside of the district.

Behavior Support Services

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

Otto-Eldred School District is committed to supporting students with behavioral needs in the least restrictive environment. As part of that commitment, district personnel receive on-going training to

address a wide array of topics; such as universal, secondary and tertiary supports, and de-escalation. All staff receive training on the theory component of the Safe Crisis Management Program. Additionally, 8 elementary staff and 7 high school staff, including administration, teachers, and paraprofessionals, are trained in the Emergency Safety Physical Interventions (ESPI) component of the Safe Crisis Management program. The Safe Crisis Management curriculum incorporates specific incident prevention, minimization and de-escalation strategies that can be utilized in many situations to help avoid the use of ESPI's. Staff are provided an initial three day training and each year after receive a two day recertification training. In addition, the incident prevention, minimization and de-escalation strategies can be integrated into a student's Individualized Education Plan or Positive Behavior Support Plan as needed. Staff are provided updated information on an annual basis, with trained ESPI staff receiving re-cert training annually.

Otto-Eldred has a district wide positive behavior support plan in place, referred to as PAW PRIDE.

The PAW PRIDE program has been in use at the elementary school since 2008 and at the Jr./Sr. High School level since 2012. There is a PAW PRIDE committee that puts together the guidelines and expectations that students should follow. PAW PRIDE tickets are distributed and rewards earned for displaying "PAW PRIDE". The elementary school also acknowledges a characteristic of the month and students of the month from each grade level are recognized for use of these characteristics. Programs such as "Auto Be Good" and "Second Step" provide teachers curriculum to reinforce positive behavior amongst the school. At the Jr./Sr. High School, a successful Students Assistance Program (SAP) has been in place for many years. The SAP team consists of trained staff members who meet bi-monthly to discuss at risk students. SAP referrals are available at the school for staff, students, and parents to submit. If referrals are made, the SAP team collects pertinent information regarding the students and make appropriate recommendations to address the concern areas. Just as academics follow a tiered system, behaviors do as well. Tier 1 consists of all students following a classroom plan. Tier 2 are student who are on individual plans within their classroom. These plans are developed by classrooms teacher, guidance counselors, and administrators. Tier 3 students have a formal FBA conducted by the school psychologist and follow a PBSP outlined in their IEP. School Psychological services are provided on a contractual basis with Seneca Highlands Intermediate Unit 9. The psychologist consults with the team to address behavioral needs across the tiers. The school psychologist is the lead staff person responsible for the facilitation of the Functional Behavior Assessment (FBA) process. Following the development of the FBA the school psychologist consults with the team on the development of the Positive Behavior Support Plan. Furthermore, the school psychologist is able to provide individual counseling to students as determined by the IEP team. Also available is a school social worker, contracted through the IU, who is able to provide those counseling services.

Collaboration with outside mental health agency support is available to the Otto-Eldred School District. Guidance staff and other school staff members at both schools work closely with community mental health services to provide supports and coordinate services. A mental health liaison from the Guidance Center reports to each school building weekly at the elementary level and bi-weekly at the high school to provide mental health assessments to students who are in need of supports. This liaison can make further referrals for services and supports outside of the school building. This liaison is able to assist the school in crisis counseling should a need arise. District policy calls for the education of students with disabilities in the least restrictive

environment. To that end our policy outlines three levels of support from least to most restrictive. If a student's behavioral needs are such that he or she needs a Positive Behavior Support Plan (PBSP) that plan is developed by the IEP team based on a Functional Behavior Assessment. The student's PBSP shall use positive rather than negative or aversive techniques and be free of unreasonable use of restraints; additionally the use of restraints is a measure of last resort used only after other techniques including de-escalation. Furthermore, district policy prohibits the use of prone restraints and seclusion.

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 Otto Eldred School District carries a strong belief in the inclusion model. The districts percentage of student's inside the regular education classroom 80% or more was 76.2% which is 13.8% higher than the state average. The Otto-Eldred School District is able to provide small class size, which promote availability of more individualized attention from the teacher for all students. Special Education and General Education teachers work collaboratively to work with all students within their inclusion classrooms. This practice has been in place for several years. Many students are only in need of the support that is being offered within the general education inclusion classroom during core content classes and only receive pull out services during study hall time periods or additional supplemental reading support. Most 10th-12th grade students are enrolled in a Career and Technical Program for half of their school day, which shows the districts commitment to ensuring a successful transition after the completion of high school. The students that participate within the inclusion model are considered Itinerant Learning Support students, which is supported within the school district buildings.

The Otto-Eldred School District has expanded their capacity to educate more students within district by opening and contracting with the Intermediate Unit. Within the last four years 2 Emotional Support classes (1 Elementary and 1 High School) as well as one Life Skills class (High School) have been opened at Otto-Eldred. As of the 2016-2017 school year the Emotional Support classrooms are now district run, with the Life Skills classroom still being operated by the Intermediate Unit. Above adding classrooms, ensuring a full continuum of support is an important believe of Otto-Eldred. The district has added an additional learning support teacher at the elementary level and additional support may be needed in the coming years. These additions will allow/allow the distrct to provide more in class support as well as provide more pull out class settings for those students in need of a supplemental program.

Students in need of more intensive services (Autistic Support or Intensive Outpatient Programming) participate in fair share classrooms operated by the Intermediate Unit or other private educational or behavioral entities. Currently students in need of a more intensive behavior program with daily counseling could attend the intensive outpatient programs in Coudersport, run by the Intermediate Unit. No students are attending these programs at this time. An Autistic Support classroom is located in Coudersport and run by the Intermediate Unit. This classroom can be accessed for severly disabled students in need of intensive communication and academic needs. Currently two students are attending this program. The district has an agreement with other private facilities for Emotional Support or Alternative education if needed. Currently, one student is being instructed in the home due to being medically fragile.

The school district always explores the least restrictive environment by utilizing several strategies including;

- Pre-Referral meetings which include teachers, paraeducators, guidance counselor, and building administrator to identify and problem solve issues and review current student data
- Individual parent meetings to discuss concern areas and possible interventions
- Review all supplementary aides and services that can be provided within the classroom
- Review and ensure all specially designed instruction needs are in place
- Positive behavior support meetings to develop a behavior plan, if needed.
- Consultation with IU staff to provide more intensive behavior support (completion of FBA and PBSP)
- Consultation with IU Autism Support Team, if needed.
- Participate in/make referral to interagency meetings, if needed.
- Collaborate with Wrap Around services whether provided in school or not.
- School Psychologist as a related service for counseling
- Collaboration with CYS if needed to address medical and emotional needs
- School Based Mental Health Liaison through private Mental Health services.

If after review and use of the above strategies prompt the need for additional supports or programming, a Reevaluation is always requested and the MDE/IEP team meet to discuss other programming options that meet the students needs. Otto-Eldred School District works collaboratively with the Intermediate Unit or other provider when making placement decisions and invite these persons as additional team members when appropriate.

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 |
|---|------------------------------|-------------------|---------------------------|
| Coudersport Elementary School | Neighboring School Districts | Autistic Support | 2 |
| Beacon Light Behavioral Health Systems School | Approved Private Schools | Emotional Support | 1 |
| Instruction in the Home | Instruction in the Home | MDS | 1 |

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 5 to 7 | 7 | 1 |
| Locations: | | | | |
| Otto Eldred Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 22, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 8 to 12 | 5 | 0.5 |
| Justification: Students are not educated in the same room at the same time. | | | | |
| Locations: | | | | |
| Otto Eldred Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 7 to 9 | 5 | 0.5 |
| Locations: | | | | |
| Otto-Eldred Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 22, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 7 to 11 | 8 | 1 |
| Justification: Students come in during their language arts and math time frames and are educated in their age level groupings. Teacher as well as teacher's aid are there to provide different instruction for each grade/age grouping. Appropriate instruction is still delivered for students based on ability and age. | | | | |
| Locations: | | | | |
| Otto Eldred Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2017

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 8 to 11 | 2 | 0.2 |
| Locations: | | | | |
| Otto Eldred Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Emotional Support | 7 to 12 | 8 | 0.8 |
| Justification: Older and younger students are not educated in the room at the same time. | | | | |
| Locations: | | | | |
| Otto Eldred Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #5 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2014***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 5 to 12 | 31 | 0.8 |
| Justification: Students are serviced in individual settings or in small groups where the groups consist of same aged peers. | | | | |
| Locations: | | | | |
| Otto Eldred Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------------------|--------------------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 12 to 15 | 4 | 0.2 |
| Locations: | | | | |
| Otto Eldred Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Program Position #6 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 26, 2020***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------------------|--------------------------------------|---|----------|-----|
| Itinerant | Learning Support | 13 to 16 | 11 | 1 |
| Locations: | | | | |
| Otto Eldred Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Program Position #7 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 26, 2020***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|--------------------------------------|---|----------|-----|
| Itinerant | Learning Support | 12 to 18 | 15 | 0.8 |
| Justification: Older and younger students are not educated in the same room at the same time. | | | | |
| Locations: | | | | |
| Otto Eldred Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------|------------------|-----------|----------|-----|
|-----------------|------------------|-----------|----------|-----|

| | | | | |
|--|--------------------------------------|---|---|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 16 to 17 | 3 | 0.2 |
| Locations: | | | | |
| Otto Eldred Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 22, 2018**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------------------|--------------------------------------|---|----------|-----|
| Itinerant | Learning Support | 14 to 17 | 9 | 0.7 |
| Locations: | | | | |
| Otto Eldred Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 13 | 4 | 0.3 |
| Locations: | | | | |
| Otto-Eldred High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Program Position #9*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 13 to 18 | 5 | 1 |
| Justification: Students are educated within the same room, but at different times, due to their grade level. | | | | |
| Locations: | | | | |
| Otto Eldred Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Program Position #11 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2017**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------------------|--------------------------------------|---|----------|-----|
| Itinerant | Emotional Support | 15 to 15 | 1 | 0.1 |
| Locations: | | | | |
| Otto-Eldred Jr. Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 14 to 18 | 5 | 0.7 |
| Locations: | | | | |
| Otto-Eldred Jr. Sr. High school | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|--------------------------------------|---|----------|-----|
| Full-Time Special Education Class | Emotional Support | 14 to 15 | 2 | 0.2 |
| Locations: | | | | |
| Otto-Eldred Jr. Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Special Education Support Services

| Support Service | Location | Teacher FTE |
|--------------------------------|-----------------------------------|-------------|
| District Paraeducator | Otto Eldred Elementary | 3 |
| District Paraeducator | Otto Eldred Jr. / Sr. High School | 1.75 |
| Principal of Special Education | Otto-Eldred School District | 1 |
| Behavioral Specialist | Otto-Eldred Elementary School | 1 |
| Behavioral Specialist | Otto-Eldred Jr./Sr. High School | 1 |

Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per Week |
|---------------------------------------|-------------------|----------------------|
| Occupational Therapy | Intermediate Unit | 2 Days |
| Physical Therapy | Intermediate Unit | 1 Days |
| School Psychologist | Intermediate Unit | 2.5 Days |
| Social Worker | Intermediate Unit | 2 Days |

District Level Plan

Special Education Personnel Development

Autism

| Description | <u>Autism</u> |
|-------------|---|
| | <p data-bbox="500 667 1055 699"><u>On-going Professional Development for Staff:</u></p> <p data-bbox="500 743 1339 898">To increase the skill level for professional staff, related services, and paraeducators working with students identified with Autism Spectrum Disorders in K-12 the following trainings and on-going professional development will include:</p> <ul data-bbox="548 947 1443 1583" style="list-style-type: none"> <li data-bbox="548 947 1443 1062">• Implementation of Applied Behavioral Analysis based strategies developed by professional staff that supports growth in the Common Core academics, functional skills, independent living, and social skills. <li data-bbox="548 1100 1443 1215">• IEP Teams collaborating to share relevant information, problem solve, and plan programs to address the learning needs of students identified with Autism Spectrum Disorders. <li data-bbox="548 1253 1443 1325">• Providing learning strategies to accommodate varying ability levels, sensory needs, behavioral, and social needs. <li data-bbox="548 1362 1443 1478">• Identify appropriate Assistive Technology strategies to increase access to the general education curriculum and to assist in achieving IEP goals. <li data-bbox="548 1516 1443 1587">• Annual paraprofessional/bus driver training regarding redirecting and handling behaviors related to autism <p data-bbox="500 1707 1295 1738"><u>Trainings scheduled for the 2018-2021 school year are as follows:</u></p> <p data-bbox="500 1785 1433 1856">Specific trainings will be scheduled to meet any identified needs using IU9 TaC or PaTTAN Staff.</p> |

Evidence of implementation includes agendas, sign-in sheets, and lesson plans reflecting the needs of students with Autism Spectrum Disorders.

Highlights

* District provides and supports continued training in the Verbal Behavior Program for staff that re working directly with students using those strategies and programming as part of their educational program. Currently 6 staff are trained and receive annual updates.

Assistive Technology

The consideration of assistive technology for a student's access to the general education curriculum or to help make progress toward attaining their IEP goals is discussed at each IEP meeting. When it is determined that the Team needs more information or if they are uncertain if a student needs AT, or how AT may benefit the student, they may obtain consultation from the Seneca Highlands Unit Nine Assistive Technology Trainer and Consultant (TaC).

Training and Consultation services include:

- AT assessment for curricular tasks
- Staff/parent/student training for implementing AT supports ranging from no/low, mid to high.
- Consultation with PaTTAN Assistive Technology Consultants
- AT resources accessible on IU9's website
- Guidance for procurement of short-term loan of equipment via the PaTTAN Short Term Lending Library and Pennsylvania's Initiative on Assistive Technology (PIAT).
- Training in the use of Bookshare.org (online resource for students with print disabilities).

Trainings scheduled for the 2018-2021 school year are as follows:

Specific trainings will be scheduled to meet any identified needs using IU9 TaC

or PaTTAN Staff.

Parent Support

The Parent Support Network at IU9 works to support the needs of children with disabilities ages 3 to 21 and their families by linking families with other families and professionals in a supportive environment, and sharing current information on available resources.

The IU9 Trainer and Consultant (TaC) for Parent Support can provide PaTTAN publications for parents to support them in educational decision making for their child and provide assistance for accessing trainings, and videos available on PaTTAN's website which assist in learning about specific disabilities and educational initiatives. Information about organizations and agencies supporting parents at the local level can also be provided.

Parent workshops and strategies to enhance parent involvement can be provided by the IU9 TaC at the request of the school district LEA.

Parent workshops have been and can be conducted for the topics of:

- Autism
- Positive Behavior Supports
- Inclusive Practices
- Homework/Study/Learning Strategies
- Transition Planning
- The Special Education Process/Parent Rights
- Assistive Technology
- Other Special Education Initiatives

Parent Workshops can be provided during school and evening hours.

Parents will receive information about the Upcoming Local Task Force Meeting.

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| | School District provides parent training sessions monthly in conjunction with the 21st century YMCA program |
| Person Responsible | Principal of Special Education |
| Start Date | 7/1/2018 |
| End Date | 6/30/2021 |
| Program Area(s) | Professional Education, Special Education |

Professional Development Details

| | |
|---|--|
| Hours Per Session | 2.0 |
| # of Sessions | 3 |
| # of Participants Per Session | 20 |
| Provider | TaC |
| Provider Type | IU |
| PDE Approved | No |
| Knowledge Gain | Effective educational interventions based on research using effective practices. |
| Research & Best Practices Base | Use of well trained, highly qualified professional staff leads to better instruction and achievement by students with autism. |
| 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>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> |
| Training Format | LEA Whole Group Presentation Series of Workshops |

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| | <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p> |
| Participant Roles | <p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p> |
| Grade Levels | <p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p> |
| Follow-up Activities | <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</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> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p> |

Behavior Support

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| Description | Positive Behavior Support: District personnel will participate in School Wide Positive Behavior Support trainings offered through Seneca Highlands |
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| | <p>Intermediate Unit 9 and PaTTAN. These trainings will support our efforts to extend implementation of Positive Behavior Support systems across the three tiers. These trainings will assist staff in the implementation of universal SWPBS systems and supports. In addition, the universal level of support trainings, additional trainings will focus on secondary systems of support (such as Check In Check Out, targeted group counseling and social skills groups). Furthermore trainings addressing tertiary levels of support (Prevent-Teach-Reinforce, Functional Behavior Assessment, and Positive Behavior Support Plans) will occur.</p> <p>The long term goals of these efforts include: help maintain identified students in the Least Restrictive Setting, increase staff skills in the use of behavioral data, increase the effectiveness of Positive Behavior Support Plans, and reduce the number of suspensions and reduce or eliminate the use of restraints.</p> <p>De-escalation: In order to support students with a full range of positive behavior support interventions, including prevention of challenging behaviors through the use of incident prevention, minimization and de-escalation strategies staff will be trained to provide these supports when other supports prove to be inadequate to address challenging behaviors. In order to address those needs, all special education contracted employees from Seneca Highlands Intermediate Unit 9 are certified as Safety Care Specialists within their first year of employment. Furthermore, our district has identified selected staff members to be trained in the Safe Crisis Management Emergency Safety Prevention Intervention strategies.</p> <p>School Based Behavioral Health Services: Otto-Eldred School District employees 2 full time school counselors; one a each building within in the district. These counselors work on triaging the mental health concerns of our students. At times they can support weekly support, daily check in/check out or increased parent and teacher communication to service the students. The school counselors also lead or connect such groups as Peer Helpers and SAP teams to students in need. If more intensive support is needed, they connect the families to outside agencies to receive more intensive supports in the home and/or in the school. Services such as school based mental health counseling is available in the school setting and provided by an outside agency weekly or bi-weekly depending on need. Also, a licensed social worker is contracted through the IU9 to provided weekly support to the 2 Emotional Support classrooms on site. The school district welcomes collaboration with all outside agencies to provided mental health services for students in the realm of TSS, BSC, Mobile Therapy, etc.</p> |
| Person Responsible | Building Principals |

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|------------------------|-------------------|
| Start Date | 7/1/2018 |
| End Date | 6/30/2021 |
| Program Area(s) | Special Education |

Professional Development Details

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|--|---|
| Hours Per Session | 7.0 |
| # of Sessions | 6 |
| # of Participants Per Session | 12 |
| Provider | SCM Trainer |
| Provider Type | School Entity |
| PDE Approved | No |
| Knowledge Gain | <p>Positive Behavior Support trainings will provide the school based team guidance on the development and implementation of School Wide Positive Behavior Support across the tiers of implementation. All staff are trained in de-escalation and behavior management strategies and techniques. Safe Crisis Management trainings including certification in performing ESPI holds is provided to 16 school staff members in both district buildings. This training will provide trained staff with knowledge and skills to effectively prevent, minimize and de-escalate student behavioral incidents.</p> |
| Research & Best Practices Base | <p>Research supported by OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, has demonstrated that when implemented with fidelity School Wide Positive Behavior Support can help reduce student discipline referrals, improve student attendance, and remove various systems levels barriers to student achievement.</p> <p>The Safe Crisis Management core curriculum utilizes basic principles such as: prompting, differential reinforcement and behavioral momentum that have a strong research history in the applied behavior analytic literature.</p> |
| For classroom teachers, school counselors and education specialists | <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p> |
| For school or LEA | Provides leaders with the ability to access and use appropriate data |

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| administrators, and other educators seeking leadership roles | <p>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>Live Webinar</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p> |
| Participant Roles | <p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> |
| Grade Levels | <p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p> |
| Follow-up Activities | <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Joint planning period activities</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>Participant survey</p> <p>Review of student attendance and performance data. Reduction in the number of student suspensions, restraints and out of district placements</p> |

Paraprofessional

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| Description | To increase the skill level for paraeducators working with learners with diverse instructional and related services needs in elementary and secondary schools |
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| | <p>under the direction of professional staff. These skills include:</p> <p>On-going professional development for staff:</p> <ol style="list-style-type: none"> 1. Carry out tasks as assigned by the teacher: Implementing strategies developed by professional staff that support inclusive environments and respect individual differences among learners and their families. 2. Share relevant information about learners with teachers to facilitate problem solving, decision making, program planning and other team activities. 3. Assist professional staff in activities that engage children and youth in learning experiences. 4. Assist professional staff with planning and organizing learning experiences. <ol style="list-style-type: none"> 1. Assist professional staff with modifying learning strategies to accommodate different learning preferences, ability preferences, ability levels and other learning needs of individual learners. 2. Implement behavioral programs developed by professional staff for individual learners. 3. Assist students with individualized learning activities or independent study projects assigned by the professional staff. <p>Evidence of implementation includes agendas and sign-in sheets as well as supervising teacher's input in the end of the year evaluation.</p> <p>All paraprofessionals will remain highly qualified by completing the required 20 hours of professional development on an annual basis. The district will notify the paraprofessional of professional development opportunities throughout the year on a variety of topics that relate to their positions. Paraprofessionals will gain knowledge in accordance with the Bureau of Special Education Credential of Competency for Special Education Paraeducators.</p> |
| Person Responsible | Principal of Special Education |
| Start Date | 7/1/2018 |
| End Date | 6/30/2021 |
| Program Area(s) | Special Education |

Professional Development Details

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|--------------------------|-----|
| Hours Per Session | 1.0 |
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|---|--|
| # of Sessions | 60 |
| # of Participants Per Session | 1 |
| Provider | TaC |
| Provider Type | IU |
| PDE Approved | No |
| Knowledge Gain | Effective research based professional staff lead interventions appropriate for implementation by a non-certified but highly qualified paraeducator including de-escalation of agitated students, CPR/First-Aid, school-wide positive behavioral support, reading and math curriculum and instruction support, functional curriculum and use of educational technology. |
| Research & Best Practices Base | Use of well-trained highly qualified paraeducators lead to better instruction and achievement by students with IEPs. |
| 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 | Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. |
| Training Format | <p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> |
| Participant Roles | Paraprofessional |
| Grade Levels | <p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> |

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| | Middle (grades 6-8) High (grades 9-12) |
| Follow-up Activities | <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</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>Participant survey</p> |

Reading

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| Description | <p>The School Performance Profile Data for 2016-2017: SPP for Building Level Academic Scores by building: Elementary School is 66.4% and High School is 80.5%.</p> <p>Baseline Data:</p> <p>Baseline information for Otto-Eldred School District is generated from the 2016-2017 PSSA results.</p> <p>The ELA Baseline Data:</p> <p>2016-2017 PSSA ELA Data for IEP students:</p> <p><u>Grade 3</u>: 09.1% Below Basic, 81.8% Basic, 09.1% Advanced; <u>Grade 4</u>: 50.0% Below Basic, 25.0% Basic, 16.7% Proficient, 08.3% Advanced; <u>Grade 5</u>: 20.0% Below Basic, 50.0% Basic, 30.0% Proficient; <u>Grade 6</u>: 50.0% Below Basic, 30.0% Basic, 20.0% Proficient; <u>Grade 7</u>: 50.0% Basic, 50.0% Proficient; <u>Grade</u></p> |
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| | <p><u>8</u>: 14.3% Below Basic, 57.1% Basic, 21.4% Proficient, 07.1% Advanced.</p> <p>The Math Baseline Data:</p> <p>2016-2017 PSSA Math Data for IEP students:</p> <p><u>Grade 3</u>: 50.0% Below Basic, 33.3% Basic, 16.7% Proficient; <u>Grade 4</u>: 58.3% Below Basic, 33.3% Basic, 08.3 % Proficient; <u>Grade 5</u>: 60.0 % Below Basic, 30.0% Basic, 10.0% Proficient; <u>Grade 6</u>: 70.0 % Below Basic, 20.0% Basic, 10.0% Proficient; <u>Grade 7</u>: 50.0% Below Basic, 25.0% Basic, 25.5% Proficient; <u>Grade 8</u>: 57.1% Below Basic, 28.6% Basic, 07.1% Proficient, 07.1% Advanced.</p> <p>Otto-Eldred students with disabilities are included in regular education classes to the maximum extent. All staff is trained in Direct Instruction. Many are trained in REWARDS. All staff use summative, informative, and progress monitoring data to inform student instruction. The instruction is aligned with the common core. Teachers utilize strategies and interventions that meet the needs of each student. Regular education and special education work closely to support all students.</p> |
| Person Responsible | Building Principals |
| Start Date | 7/1/2018 |
| End Date | 6/30/2021 |
| Program Area(s) | Special Education |

Professional Development Details

| | |
|---|---|
| Hours Per Session | 1.0 |
| # of Sessions | 6 |
| # of Participants Per Session | 20 |
| Provider | TaC, Curriculum Staff |
| Provider Type | IU |
| PDE Approved | No |
| Knowledge Gain | Effective educational teaching skills based on research using effective practices. |
| Research & Best Practices Base | Data informed decision making and instructional strategies related to best practices. |

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| <p>For classroom teachers, school counselors and education specialists</p> | <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> |
| <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>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> |
| <p>Training Format</p> | <p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Professional Learning Communities Offsite Conferences</p> |
| <p>Participant Roles</p> | <p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p> |
| <p>Grade Levels</p> | <p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)</p> |

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|-----------------------------|--|
| | High (grades 9-12) |
| Follow-up Activities | <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</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>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Portfolio</p> |

Transition

| | |
|--------------------|---|
| Description | <p>Otto-Eldred Area School District is committed to provide transition planning for all students with disabilities beginning at the age of 14 or younger if recommended by the IEP team. Transition planning involves post-school outcomes in the following three areas: postsecondary education/training, employment and independent living. As part of the IEP process, post-school student outcomes are addressed and transition services and activities related to individual postsecondary goals are identified.</p> <p>Our district coordinates with the Seneca Highlands IU9 Transition Consultant to provide Transition Planning and Review Meetings for all tenth grade students receiving special education services. These planning meetings are held on an annual basis and parent participation, agency coordination, and student engagement is encouraged as part of the secondary transition process. We have a working relationship with the agencies such as The Office of Vocational Rehabilitation in promoting the Early Reach Initiative and Pre-Employment Transition Services for transition age students.</p> <p>The Otto-Eldred Area School District was part of the Effective Practices for</p> |
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| | <p>Secondary Transition (EPST) Cohort 1 for the 2013-2014 school year. Our school district successfully completed the training and carried out the responsibilities throughout the process by working with the Seneca Highlands Intermediate Unit 9 Transition Consultant and guidance from the Pennsylvania Training and Technical Network (PaTTAN). Our district completing the Indicator 13: Individual Checklist Review Training during the 2014-15 school year. This individual training was a review in best practices in IEP development and transition services within the IEP.</p> <p>In order to further support high quality transition plans as part of the IEP process, successful completion of Indicator 13: Successful Practices in Secondary Transition for Continuous Improvement toward Competitive Integrated Employment (CIE) Training with secondary staff will be implemented.</p> |
| Person Responsible | Principal of Special Education |
| Start Date | 7/1/2018 |
| End Date | 6/30/2021 |
| Program Area(s) | Special Education |

Professional Development Details

| | |
|--|---|
| Hours Per Session | 3.0 |
| # of Sessions | 3 |
| # of Participants Per Session | 6 |
| Provider | IU |
| Provider Type | IU |
| PDE Approved | No |
| Knowledge Gain | This training will provide staff with the prerequisite knowledge necessary to develop an effective, high-quality secondary transition program and implement meaningful data-driven Individualized Education Plans for students. |
| Research & Best Practices Base | The Department of Education has identified critical elements of transition planning necessary for students to have an appropriate opportunity to successfully transition to adult life after graduation. |
| 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>Empowers educators to work effectively with parents and community partners.</p> |

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| <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>Instructs the leader in managing resources for effective results.</p> |
| <p>Training Format</p> | <p>Department Focused Presentation</p> |
| <p>Participant Roles</p> | <p>Classroom teachers Principals / Asst. Principals Other educational specialists Related Service Personnel</p> |
| <p>Grade Levels</p> | <p>Middle (grades 6-8) High (grades 9-12)</p> |
| <p>Follow-up Activities</p> | <p>Focused monitoring of Individualized Education Programs with feedback</p> |
| <p>Evaluation Methods</p> | <p>Focused monitoring of Individualized Education Programs with feedback</p> |

Special Education Affirmations

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

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

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

Affirmed by Cindy Murphy on 3/6/2019

Board President

Affirmed by Matthew Splain on 3/6/2019

Superintendent/Chief Executive Officer