

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 108

School District Total Student Enrollment 555

Percent of Students Receiving Special Education 19.5

Steering Committee

Name	Position/Role	Building	Email
Lindsay Burns	Director of Special Education	Otto-Eldred SD	lburns@ottoeldred.org
Matthew Splain	Superintendent	Otto-Eldred SD	mattsplain@ottoeldred.org
Nichole Garthwaite	Building Principal	Otto-Eldred El Sch	ngarthwaite@ottoeldred.org
Kaci Daniels	Building Principal	Otto-Eldred JSHS	kdaniels@ottoeldred.org
Nicole Cochran	Special Education Teacher	Otto-Eldred El Sch	ncochran@ottoeldred.org
Jamie Breese	Special Education Teacher	Otto-Eldred JSHS	jbreese@ottoeldred.org
Cindy Murphy	Board Member	Otto-Eldred SD	oesbcindymurphy@ottoeldred.org
Erin Jackson	Parent	Otto-Eldred El Sch	ejackson@ottoeldred.org
Megan Sherwood	Special Education Teacher	Otto-Eldred El Sch	msherwood@ottoeldred.org
Virgil Graham	Special Education Teacher	Otto-Eldred JSHS	vgraham@ottoeldred.org
Amanda Tanner	General Education Teacher	Otto-Eldred SD	atanner@ottoeldred.org
Chad Obenrader	Parent	Otto-Eldred JSHS	cobenrader@ottoeldred.org
Kristie Ramsey	General Education Teacher	Otto-Eldred JSHS	kramsey@ottoeldred.org
Kim Alfieri	Other	Otto-Eldred El Sch	kalfieri@ottoeldred.org
Nikki Rhinehart	Other	Otto-Eldred SD	nrhinehart@ottoeldred.org
Colleen Storer	Other	Otto-Eldred JSHS	cstorer@ottoeldred.org

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
Graduation Rate	As part of the corrective action plan, the LEA will review at risk programming which could provide support to the district. Revisiting attendance policies district-wide to monitor students at risk is suggested. Researching ways to identify at risk youth and then implement a check in program to build rapport and positive adult role models.
LRE - 80% or more	As part of the corrective action plan, the LEA will propose reevaluating the high school schedule, as it recently moved to a block schedule. Restructuring special education environment access based on need rather than blocks of time is necessary. Also, training regarding LRE provided to staff to provide a full understanding of continuum of services and the need to always be reflective of the LRE option.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

Although there are no residential student facilities located within our school district, the Otto-Eldred School District would work cooperatively with the sending district to ensure FAPE. We as the host district would enroll students in a public school program appropriate to meet the students needs. 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 meet the 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 IUC could be contacted for support.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
Keeping communication with the family and sending school district personnel would be important in providing a cohesive educational program for the child. Invitations to all meetings regarding education for the child should include the home district and host district. Communication with the family should be maintained as consistent as necessary/possible. Communicating with agency supports, such as the county personnel, mental health personnel, etc. should also be included in meetings for the child. Transition planning back to the home school district would need to be well planned and include guardian, child, host district and sending district.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. 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).

n/a

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

Otto-Eldred School District shows that 58.5% of students are educated in the general education environment with non-disabled students. The state target percentage is 61.5%. Otto-Eldred School District is 3% below the state average in this category. There is no data to compare the LEA to state averages for participation in the general education classroom for less than 40% or for students educated outside the educational district, due to district size and enrollment numbers/applicable students. The Otto-Eldred School District plans to address this area of improvement by reviewing individual student placement at IEP meetings, reviewing student progress monitoring data, and by reviewing district block scheduling to ensure students' needs are being met to the fullest extent possible.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

Otto-Eldred School District provides benchmark assessments to all students three times a year. Following these assessments, data meetings are held to address student achievement concerns. The data team consists of school counselors as well, to address the social/emotional learning, as well as the academic development. The Otto-Eldred School District employs 1.5 interventionist positions at the elementary level that provide support for those students identified as needing additional supports. At the high school, intervention periods are provided for grades 7-8 every other day to assist in core content areas. Further, a common study hall time of 40 minutes can be used for additional core content support provided by the core content teachers. Otto-Eldred has a sound pre-referral process for those students who may be determined as needing to be evaluated by the school psychologist. Data is collected and a team meeting held prior to a permission to evaluate being issued. Evaluations are completed after the team is able to review student data that indicates an evaluation is necessary after all interventions and accommodations have been trialed. The Otto-Eldred School District does recognize and agree to evaluations for students upon parent request.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The Otto-Eldred School District operates a full continuum of supports. The Least Restrictive Environment is always the goal of IEP teams when making educational placement decisions. Otto-Eldred provides inclusionary co-taught classrooms K-12 in core content subject areas. Use of para-educators are used to reinforce instruction within the general education classrooms. To ensure planning time for co-teachers, 30 minutes of professional development time is allocated weekly for co-teaching teams. Common planning time is also a goal for co-teachers during their daily prep time. When students are unable to be educated successfully in the inclusionary setting, a plan is put in place to include them to the maximum extent possible. Least Restrictive Environment is always reviewed and options discussed. Progress monitoring is reviewed quarterly and revisions to IEPs can be made when educational placements need to be altered based on progress.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Supplementary aids and services are reviewed for each student during IEP meetings, keeping in mind the least restrictive environment. Necessary supplementary aids and services for each student is outlined in their IEP. IEPs are shared with all professionals who work with that student via the student information system. Further, each case manager for students communicates the necessary supplementary aids and services for individual students to the general education teachers. All students are afforded the ability to participate in extra-curricular activities. If additional assistance is needed for the student to be successfully included, personnel is employed by the district.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

The Otto-Eldred School District is an active participant in all students IEP meetings when they are not being educated within the district. On-site visits occur throughout each year to ensure participation in the student's educational plan. The Otto-Eldred School District remains involved with these students and advocates for the least restrictive environment to be reviewed frequently. The Otto-Eldred School District also ensures the guardian is active in the student's educational plan. Frequent review meetings are requested to ensure programming is appropriate and the student is included with general education peers to the maximum extent possible. Extra-curriculars at the home or host district are available for the students educated outside the school district.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The Otto-Eldred School District provides a full continuum of support for students who are in need of learning support, life skills support and emotional support. The Otto-Eldred School District only seeks placement options for students who are exhibiting significant behaviors which make it unsafe for them to be educated in a public-school building. The continuum of services has improved to where the school district will be operating all special education classrooms in house as district run classrooms for the 2022-2023 school year. Collaboration with the IU continues to be needed for students with extremely high needs, which is the result of only 4 current students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Coudersport Elementary School	Other	Public School	IU9	Autistic Support	1
Gunzburger Building	Other	Intensive Outpatient Program	IU9	Emotional Support	3

Positive Behavior Support

Date of Approval
2020-12-01

Uploaded Files

Board Policy - Behavior.pdf

1. How does the district support the emotional, social needs of students with disabilities?

Otto-Eldred School District supports students emotional and social needs in a variety of ways utilizing a tiered systems approach. All students are serviced by the school-wide positive behavior support program. The school-wide approach allows all students to receive instruction in character education, career education, and social/emotional interaction. These programs reward students for positive behavior and encourage overall growth in the social/emotional learning areas. Students in need of additional supports, move to a tier 2 level of support. SAP programming, school-based counseling, community-school based behavioral health (elementary) are available for students in need. Further, small group counseling sessions or social groups are organized and offered by the school counselors. Increased parent communication or individual behavior plans may be utilized. If continued support is necessary, tier 3 would be evaluated. This would require a pre-referral process to look at a special education evaluation to determine eligibility for emotional support services. This tiered system approach ensures that the least restrictive environment is always looked upon and trialed before moving to the next level of support. The Otto-Eldred School District operates an elementary emotional support classroom as well as a high school emotional support classroom. Further, behavioral specialists have been hired for both buildings and a district wide social worker has been added. These supports have further assisted in addressing social and emotional needs.

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.

All district staff receive the de-escalation (theory) training of the SCM material. This de-escalation training is important for all staff to understand. This training allows staff to understand how to positively reinforce behavior, redirect distracting behavior, or react safely during dangerous behavioral situations. Further, 24 staff members are fully trained SCM team members and can perform physical assists if necessary. School counselors communicate school-wide positive behavior plan goals for all staff and provide assistance to staff as needed. Survey information was collected and provided further insight that additional training and education in the social/emotional learning is needed. A team will be selected at each building to review and address student and staff needs and further training will be provided for the upcoming school year in the social/emotional learning area. Access to TAC staff at the IU in the area of behavior management is available as requested or needed.

3. Describe the district positive school wide support programs.

Each school building has their own school wide positive behavior support program. School counselors oversee these programs. At the elementary school "PAW PRIDE" is the name of our program. Character education is a focus, as well as improving behavior management techniques in classrooms. Use of the Super Star Square chart allows for spontaneous reward opportunities for students. Student of the Month is observed each month. Character Education lessons are offered to each classroom and reinforced daily via the announcement and classroom procedures. At the high school, student of the month is

also given out each month based on teacher nomination. Peer Helpers and Student Council also provide opportunities for school-wide culture growth experiences. Each building also has a school culture team that meets to discuss needs of each building. Surveys are completed yearly to collect information regarding what needs each building has regarding climate and social/emotional learning. Survey results are used within the culture team meetings and allow for areas to be addressed.

4. Describe the district school-based behavior health services.

The Student Assistance Program (SAP) is available district wide. Each school building has a SAP team that is lead by the school counselor and school nurse. These teams meet bi-weekly to review students in need. Through this program a school-based mental health provider is assigned to each building to provide counseling services to students in need. Further, a drug and alcohol representative is available district wide as well. Community School Based Behavioral Health team is available at the elementary building. This was approved three years ago by the county. With the increased need of mental health, the school district hired a full time social worker that works district wide. In addition, to streamline all student services and better assist parents and students with receiving services, administration was re-aligned to establish a Director of Pupil Services who oversees all services and agency involvement for kids.

5. Describe the district restraint procedure.

Otto-Eldred School District employs two employees who are certified trainers for JKM SCM. The trainers are re-certified each year to continue to be able to provide training to district staff. Within the district 24 staff members are fully trained to utilize SCM techniques. All staff receive the theory /de-escalation portion of the SCM material. Using de-escalation strategies is the primary method of behavioral management. When a behavior rises to the level of a student potentially causing harm to themselves or others, trained staff members are able to utilize SCM to physically assist students in crisis. Restraints are documented and submitted to the RISC system for all special education students. A school-wide form is completed anytime a restraint is performed along with IEP revision for special education students. Following all restraints, team de-briefing is important to review policy and procedure and provide staff and student care.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The Otto-Eldred School District has no areas of concern with students who are instructed in the home. Only one student is educated in the home per doctor recommendation due to medical fragility. No students are identified as having to wait for appropriate educational placement at this time.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Support - HS	Secondary	Full-time (1.0)	05/27/2022 01:12 PM

Building Name		
Otto-Eldred JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.05

Building Name		
Otto-Eldred JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Speech	Multiple	Full-time (1.0)	05/27/2022 01:08 PM
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Building Name		
Otto-Eldred SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Speech services are grouped based on age and ability. Age does not affect delivery of services due to appropriate groupings.		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support - VGraham	Secondary	Full-time (1.0)	05/27/2022 01:05 PM

Building Name		
Otto-Eldred JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range

School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.25

Building Name		
Otto-Eldred JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
These students are itinerant students who are supported within their grade level classes. They do not participate in the same learning environment at the same time.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support - Rouff	Secondary	Full-time (1.0)	05/27/2022 01:03 PM

Building Name		
Otto-Eldred JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
These students are itinerant students who are supported within their grade level classes. They do not participate in the same learning environment at the same time.		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support - Breese	Secondary	Full-time (1.0)	05/27/2022 01:01 PM

Building Name		
Otto-Eldred JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.12

Building Name		
Otto-Eldred JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support - Jackson	Secondary	Full-time (1.0)	05/27/2022 12:59 PM

Building Name		
Otto-Eldred JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.08

Building Name		
Otto-Eldred JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support - Lucas	Elementary	Full-time (1.0)	05/27/2022 12:55 PM

Building Name		
Otto-Eldred El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.3

Building Name		
Otto-Eldred El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %

	0.18
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Support - Sherwood	Elementary	Full-time (1.0)	05/27/2022 01:13 PM

Building Name		
Otto-Eldred El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 13
Age Range Justification		FTE %
The students are not educated in the same group or in the same classroom at the same time. This does not effect the delivery of instruction for these students.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support - NGraham	Elementary	Full-time (1.0)	05/27/2022 12:53 PM

Building Name		
Otto-Eldred El Sch		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 13
Age Range Justification		FTE %
The students are not educated in the same group or in the same classroom at the same time. This does not effect the delivery of instruction for these students.		0.35

Building Name		
Otto-Eldred El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support - Cochran	Elementary	Full-time (1.0)	05/27/2022 12:53 PM

Building Name		
Otto-Eldred El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.14

Special Education Facilities

Building Name		Room #
Otto-Eldred El Sch		106
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 30 feet, 0 inches	810sqft	28
Implementation Date		
2022-05-27		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Otto-Eldred El Sch		109
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 2 inches x 27 feet, 0 inches	814sqft	29
Implementation Date		
2022-05-27		
Uploaded Files		

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Otto-Eldred El Sch		114
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 7 inches x 27 feet, 4 inches	808sqft	28
Implementation Date		
2022-05-27		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Otto-Eldred El Sch		119
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 1 inches x 30 feet, 3 inches	819sqft	29
Implementation Date		
2022-05-27		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Otto-Eldred El Sch		132
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 15 feet, 3 inches	228sqft	8
Implementation Date		
2022-05-27		
Uploaded Files		

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5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Otto-Eldred JSHS		101
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
9 feet, 10 inches x 21 feet, 9 inches	213sqft	7
Implementation Date		
2022-05-27		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Otto-Eldred JSHS		211
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 22 feet, 0 inches	748sqft	26
Implementation Date		
2022-05-27		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Otto-Eldred JSHS		217
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
Implementation Date		
2022-05-27		
Uploaded Files		

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8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Otto-Eldred JSHS		225
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 9 inches x 14 feet, 7 inches	375sqft	13
Implementation Date		
2022-05-27		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Otto-Eldred JSHS		302
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 22 feet, 6 inches	810sqft	28
Implementation Date		
2022-05-27		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Otto-Eldred JSHS		306
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 3 inches	667sqft	23
Implementation Date		
2022-05-27		
Uploaded Files		

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11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

12Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Behavior Specialist	2	Elementary	District
Behavior Specialist	2	District Wide	District
Social Worker	1	District Wide	District
Paraprofessionals	2	Secondary	District
Paraprofessionals	4	Elementary	District
Occupational Therapist	.4	District Wide	Contractor
Physical Therapist	.2	District Wide	Contractor
School Psychologist	.4	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
New Teacher Consultation - TAC staff provided individual consultation to new teachers who are educating students with Autism, in which their success is greatly dependent upon behavioral management and consistent schedule building. Sessions occur quarterly and are provided on-site in the classroom. Modeling is provided and ensuring carry-over of skills is monitored.			
Lead Person/Position		Year of Training	
Mrs. Nicole Meyer		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	8	District	Paraprofessionals

Description of Training			
Autistic / Life Skills Teachers Professional Learning Community (PLC) - The Individuals with Disabilities Education Act provides that students with disabilities have access to the general education curriculum, and Every Student Succeeds Act includes all students with disabilities in accountability measures, including statewide assessment. For students with the most significant cognitive disabilities, their educators are challenged to prioritize academic content and to present it in a meaningful and relevant way that is aligned to grade level curriculum and accessible. In these once a month hour sessions, participants will network with fellow educators to continuously grow their toolkit to best serve their students.			
Lead Person/Position		Year of Training	
Low Incident Classroom teacher / TAC support		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour per month	12 session per year	District Intermediate Unit	General Education Teachers Special Education Teachers

Positive Behavior Support

Description of Training			
SCM Training - SCM trainings provide staff with the knowledge and skills to effectively prevent, minimize, and de-escalate student behavior. The Safe Crisis Management curriculum is centered around the 5 "C's": Commitment to the welfare, positive growth, and development of individuals, Professional courage to do what is right even if it isn't easy, Competency when working with others, Consistency to achieve better outcomes, and Care for the individuals being served. This national accredited curriculum is present in several schools among the nation. Certified trainers are required yearly recertification. Certified			

staff are re-certified annually as well. SCM always focuses on de-escalation of behavior and only provides physical assists when safety to the individual or others is at risk.			
Lead Person/Position		Year of Training	
Mrs. Burns / Mr. Obenrader		2021- 2024	
Hours Per Training	Number of Sessions	Provider	Audience
26 district staff receive 12 hours per year of re-certification / newly trained staff are identified and provided initial certification	1 training per year over the course of 2-3 days	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Individual Consultation - Assistance with individual students and TAC consultants to assist with behavior tracking and initiating behavioral management techniques			
Lead Person/Position		Year of Training	
Mrs. Nicole Meyer		2021 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	As needed based on district request	Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
ACCESS Billing Training - Training provided to billable staff who act as behavioral specialists within the district. This training allows staff to understand how to appropriately document behavior and submit data to the Easy Track system.			
Lead Person/Position		Year of Training	
Ms. Razsmann / Mr. Patrick		2022 - 2024	
Hours Per Training	Number of Sessions	Provider	Audience

1.5	1 and/or as needed after initial training	District Intermediate Unit PaTTAN Other	General Education Teachers Paraprofessionals Special Education Teachers Other
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Paraprofessional

Description of Training			
New Paraprofessional Training to gain Highly Qualified Status - This training is provided over the course of 3 days where individual acquire necessary information in academic criteria and further are administered the TAPE exam to demonstrate the information learned.			
Lead Person/Position		Year of Training	
Mrs. Susie Nusbaum		2021 - 2024	
Hours Per Training	Number of Sessions	Provider	Audience
6 hours per day / 3 days per year	3 sessions	Intermediate Unit	Paraprofessionals

Description of Training			
PATTAN Online Training Videos - These yearly updated trainings are designed to provide practical information regarding educational methods and resources that may be used by special education paraprofessionals working with students in a variety of educational settings.			
Lead Person/Position		Year of Training	
PATTAN - Online Resource - https://pattan.frameworkelder.com/		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
30 minute - 1 hour trainings	Variety of sessions based on educational topics	PaTTAN	Parents Paraprofessionals

Description of Training	
Summer Book Study: Each summer IU9 TAC hosts a paraprofessional book study that focuses on topics specifically related to special education. All paraeducators have the ability to attend and acquire hours toward their 20 annual hours needed.	
Lead Person/Position	Year of Training

IU9 TAC		2021 - 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour per training for 4 weeks	4 sessions in July	Intermediate Unit	Paraprofessionals

Description of Training			
Child Abuse and Mandated Training: Per ACT 126, mandated reporters must take a 3 hour training on recognizing and reporting child abuse every five years. ACT 31 requires all employees licensed by the Pennsylvania Department of State take a 2-3 hour training on recognizing and reporting child abuse every two years.			
Lead Person/Position		Year of Training	
Superintendent		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2-3 hours	1 x per year cycle mandated	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Transition

Description of Training			
Preparing or Cyclical Monitoring; A Focus on Secondary Transition Planning and IEP Development (Indicator 13) - A targeted training for selected LEAs to enhance their knowledge of transition planning and appropriate documentation for transition services. This training allows an individualized approach to the learner to enhance their knowledge and skills of the necessary transitional components to the IEP.			
Lead Person/Position		Year of Training	
TAC - IU		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
4-6 hours	1 session or as updates are needed	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
LETRS - The LETRS (Language Essentials for Teachers of Reading and Spelling) Suite is a professional learning that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading .			
Lead Person/Position		Year of Training	
IU9 - TAC		2021 - 2024	
Hours Per Training	Number of Sessions	Provider	Audience
6 hours per module	3 modules	Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
One to One consultative trainings provided to teachers who desire a deeper understanding of the Science of Reading and assistance with implementing new curriculum in reading and writing. The TAC consultant comes to meet with individual teams or teachers to assist with scaffolding and instructional techniques for reading and writing. Modeling of lessons and reflection sessions are built in to provide on going learning and growth.			
Lead Person/Position		Year of Training	
Principal / Director of Pupil Services		2021 - 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1-3 hours	Varies based on need of staff	Intermediate Unit	General Education Teachers Special Education Teachers

Parent Training

Description of Training	
OVR Presentation - OVR Early Outreach coordinator is invited to the school annually in the fall to present to both students and parents regarding the services and programming OVR can provide to students. The sessions are split into two groups; parent group and student group. Information is provided and brochures handed out to further reach students.	
Lead Person/Position	Year of Training

Director of Special Education / OVR Representatives		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	2 separate sessions / 1 time per year	District Other	Parents Special Education Teachers Other

Description of Training			
Local Task Force Meeting			
Lead Person/Position			Year of Training
The Local Task Force (LTF) is a parent support group for parents who have a child with a disability. It is an organization dedicated to obtaining information and sharing of ideas, as it relates to special education initiatives that are happening within the local and state level.			2021 - 2024
Hours Per Training	Number of Sessions	Provider	Audience
5 - 1 hour meetings	5 per school year	Intermediate Unit	Parents Paraprofessionals Special Education Teachers

Description of Training			
Parent Transition Meetings - Individual transition meetings provided to assist with staff knowledge of needs for new incoming students in Kindergarten and seventh grade. These meetings allow for parents and teachers to communicate about the needs of the students and fosters an ability to begin early rapport building and offer a strength based approach to education.			
Lead Person/Position		Year of Training	
Director of Special Education		2021- 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour per student in grades K and 7	1 session per year/per student	District	General Education Teachers Parents Special Education Teachers

IEP Development

Description of Training			
IEP Alignment and Best Practice Writing Review - This training focuses on writing IEPs for alignment of the IEP Present Levels, student specific skill based areas of need (related to disability), and the link to measurable annual goals and/or SDI and/or Related Services.			
Lead Person/Position		Year of Training	
TAC - IU		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3 hours	1 session and follow up sessions as needed	Intermediate Unit	Special Education Teachers

Description of Training			
IEP - Measurable Annual Goals - This training provides participants with an overview for developing well-written IEP goals that include the necessary criteria and reflect a direct link to skill areas of need. Goal development focuses on the alignment and reference of the Pennsylvania Core Standards. Participants are engaged in modifying and writing goals utilizing assessment data to establish a baseline. IEP present level information essential for writing and monitoring goals are reviewed.			
Lead Person/Position		Year of Training	
IU - TAC		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3 hours	1 per year or as needed	Intermediate Unit	Special Education Teachers

Description of Training			
The Essentials of IEP Writing - This self-paced, twelve module online training course provides participants with instruction on required elements for each section of the IEP as well as best practice considerations when preparing for and conducting an IEP team meeting.			
Lead Person/Position		Year of Training	
PaTTAN		2022- 2025	
Hours Per Training	Number of Sessions	Provider	Audience
Online Modules	12 sessions over the course of one year	PaTTAN	Special Education Teachers

Description of Training

IEPs: Developing High-Quality Individualized Education Programs - Online module that details the process of developing high-quality IEPs for students with disabilities. https://iris.peabody.vanderbilt.edu/module/iep01			
Lead Person/Position		Year of Training	
IRIS CENTER- Online		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3 hours	1 session per year online	Other	Special Education Teachers

Social / Emotional Learning

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience
		District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Social Emotional Learning: District administrators, counselors, social worker and a facilitator from the IU will deliver a "toolbox" of strategies that will assist staff with addressing social and emotional concerns. Initiating a school wide approach to creating a comfortable culture will be a proactive strategy to delicately address student concerns. A school wide consistent approach to educating the whole learner is the end goal.			
Lead Person/Position		Year of Training	
District Administration, Counselors, Social Worker, TAC - IU		2022- 2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	1 session and as needed	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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.

Superintendent/Chief Executive Officer

Date

