

Warren County SD
Special Education Plan Report
07/01/2019 - 06/30/2022

District Profile

Demographics

6820 Market Street
 Russell, PA 16345
 (814)723-6900
 Superintendent: Amy Stewart
 Director of Special Education: Patty Hawley

Planning Committee

Name	Role
Leslie Bloomgren	Administrator : Special Education
Patricia Hawley	Administrator : Special Education
Erik Leamon	Administrator : Special Education
Lisa Smith	Administrator : Special Education
Heather Stover	Administrator : Special Education
Liz Kent	Building Principal : Special Education
Betsy Sobkowski	Ed Specialist - School Counselor : Special Education
Jennifer Dilks	Instructional Coach/Mentor Librarian : Professional Education Special Education
Lynette Swab	Instructional Coach/Mentor Librarian : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 872

Identification Method

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

The Warren County School District currently utilizes a discrepancy model for identification of students with Specific Learning Disabilities. The purpose of initial evaluation is to determine if a student is eligible for special education services and to identify the student's needs, which will be used to develop an appropriate IEP and to identify strategies that will address the student's areas of need.

Once the parent, school and/or Child Study Team refer a child for an evaluation, the student is evaluated by a certified school psychologist to determine if they are adequately achieving for their age and/or are not meeting state-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation and mathematics problem-solving. The evaluation process involves gathering information from a variety of sources about a child's functioning and development in all areas of suspected disability, including any information the parent has provided from a private evaluation and/or outside source for the group to consider when determining eligibility. The assessments used during an evaluation may look at cognitive, behavioral, physical, and developmental factors, as well as other areas of suspected disability. All this information is used to determine a child's educational needs.

The process for identification used to determine eligibility is a discrepancy analysis between Intellectual Ability and Achievement. It must also be determined that a child is and has been provided with learning experiences and scientifically based instruction appropriate to their age and/or state-approved grade level standards in both reading and mathematics and it must be provided at their level of English proficiency. The determination may not be as a primary result of intellectual disability or emotional disturbance; cultural, environmental, or economic disadvantage; and/or limited English Proficiency.

The district provides parents with notice of special education services annually via the listed modes: (a) public notice in local newspaper; (b) child find letter is mailed to all healthcare providers/offices in the community; (c) WCSD student handbook; (d) WCSD special education department webpage <https://www.wcsdpa.org/Page/118>; (e) preschool transition meetings; (f) kindergarten registration / screening; and (g) Child Study Team.

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>

The Warren County School District (WCSD) is a rural school district in Northwestern Pennsylvania spanning 788 square miles which makes the district the second largest in the state in terms of geography. The district operates seven (7) buildings in four attendance areas (North, Central, East, and West) and the Warren County Career Center to support the educational needs of students in each community.

The WCSD student population has decreased 18.84% since 2007-2008 while the special education enrollment has increased 3.5% of the total enrollment. Approximately 53% of students in the district qualify for free and reduced lunch. From 2007-2018, the special education student-teacher ratio has remained consistent with enrollment. WCSD employs six (6) school psychologists - which includes one position to support Psychological Counseling Services; one (1) assistive technology teacher; ½ Hearing-Impaired teacher; one (1) school social worker; and seven (7) Speech & Language Pathologists. The IU5 provides one (1) Physical Therapist; two (2) Occupational Therapist; and vision support to provide related services.

The largest population of students (96.4%) identify as White (not Hispanic). As of December 1, 2018, 53% of students in the district are identified as Economically Disadvantaged and 20.4% are eligible for special education services. Over the past ten years, the district has consolidated schools from 21 to seven (7) buildings to support nine (9) schools and the Warren County Career Center. Of the WCSD's four attendance areas, two have K-12 educational complexes; the others have a variety of educational campuses within close proximity to each other. Both formats allow for a greater coordination of services and programs for students within the district.

The special education data report from the 2017-2018 school year indicates the district's percent of special education is at 20.2% which is 3.3% greater than the state average for that year. This is most likely attributed to a higher percentage of students identified in the areas of Autism and Speech/Language Impairments. This statistic does however reflect a higher number of students in comparison to the 2016-2017 school year which was 19.2%. Disproportionalities (+/- 5% discrepancy from the state percentage) were noted in Autism and Speech/Language Impairment which were higher than the state average. Other Health Impairment and Specific Learning Disabilities were lower than the state average. The district's speech and language percentage exceeds the state average by 6%, this may be a result of proactive referrals through Early Intervention and school-based teams.

The district receive children from the Early Intervention Program with language delays and services students as they transition from preschool to school age. The WCSD emphasizes MTSS services and supports during primary years (kindergarten, 1st & 2nd) which includes early screenings for speech and language services for children with developmental delays. The district's Other Health Impairment disability population is significantly lower than the state percentage, this may be attributed to students receiving services through a Chapter 15/section 504 service plan. However,

the district has noticed a slight increase in the OHI determination over the last two years, as a result a review of programming to explore programmatic needs is underway. Commencing with February 2018, the Director of Pupil Services initiated meetings with staff to explore the existing continuum of services and determine programmatic needs given awareness for OHI and MD population. The need to expand supplemental tier of services may be reflective of (a) the 2013 DSM-V revisions related to eligibility criteria for Autism Spectrum Disorder (***Autism Spectrum Disorder*** – *This is likely one of the most significant (and controversial) diagnostic changes in the DSM-5. It includes the disorders formerly known as Autistic Disorder, Asperger’s Syndrome, Pervasive Developmental Disorder, and Childhood Disintegrative Disorder.*) and (b) recent changes to the Beacon Light Behavioral Health Services Residential Treatment Facility. Prior to the 2018-2019 school year the RTF was approved to service 16 beds to support needs of children with emotional disturbance, commencing with the 2018-2019 school year (August 2018) the RTF service description request for revision was approved and the RTF service description presently includes eight (8) beds for emotional disturbance and eight (8) beds for intellectual disability AND mental illness.

As a district we continually monitor students with universal screening and data review teams within each school building. The special education data report is a helpful tool to review the district profile over the years and assess any significant changes.

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?
1. Students receiving services through the Beacon Light Behavioral Health Services Residential Treatment Facility from out of county are enrolled in an appropriate educational setting such as a public school, cyber program, AEDY program, or a special school or facility. The district acts as the host district and invoices the costs of education to the resident school district. The district also provides educational services to non-resident students court ordered/placed at the Warren State Hospital. Non-resident students are case managed by a case manager in the neighborhood school where the facility is located within Warren County. In addition, a special education supervisor participates in all meetings specifically to ensure appropriate programming is in place and to ensure compliance with timelines related to evaluations and IEPs.
 2. Students who are accepted for treatment at the YTC are reviewed at the Treatment Team and School District level to determine the appropriate educational placement. Documents from the sending school district are reviewed and students begin services in a program similar to their previous placement. If necessary, the school district will issue a permission to evaluate or

reevaluate to fully assess student needs. Additionally, students may be required to have a recommendation from a psychiatrist and/or the IEP/ISPT (Integrated Services Planning Team) regarding appropriateness of educational placement.

3. Local services to support day programming rather than residential. Beyond the Warren County School District's continuum of services, the community doesn't have a continuum of services to support a child's ability to receive mental health and/or educational services in a 'day' program within the community. The closest day program is out of the county and requires a 1 hour 20 minute (one-way) commute to either Erie or Crawford County.

Incarcerated Students Oversight

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

The federal Individuals with Disabilities Education Act (IDEA) imposes a duty on state educational agencies (SEAs) to ensure the rights of students with disabilities to a free appropriate public education (FAPE) in order to receive federal funds. As the SEA, the Department provides general supervision of services and programs under Pennsylvania's special education regulations and standards, Chapter 14. The Commonwealth has delegated to school districts the operational responsibility to offer FAPE to each student who is eligible for special education until the student graduates or students who turn 21 during the school term are entitled to finish that school term, whichever occurs first.

The Warren County School District, within whose boundaries a local correction institution is located, clearly complies fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. WCSD special education teachers are available to provide instruction and implement the IEP at the Warren County correctional institution. It is recognized that eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial, and after they have been convicted of a criminal offense.

The District provides special education services to incarcerated school-age individuals: (a) comply with the "child-find" obligations of IDEA; (b) utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates; and (c) implement, timely review and/or develop the IEP for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and provide FAPE in conformity with the IEP.

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 Office of Pupil Services facilitated a professional development session on Least Restrictive Environment to each faculty throughout the fall of 2018. Training was provided to (a) promote awareness for the continuum of special education programming available to residents of WCSD; (b) facilitate understanding for the Individuals with Disabilities Education Act (IDEA) which mandates students with disabilities shall receive a Free and Appropriate Public Education (FAPE), and includes that students with disabilities should be educated in the least restrictive environment; (c) promote awareness for Child Study procedures; and (d) respond to the WCSD 2018 special education compliance monitoring findings.

The district begins each IEP meeting with a discussion regarding educational placement in the Least Restrictive Environment, to the maximum extent possible, with non-disabled peers, including a discussion and inquiry exploring the range necessary services (specifically designed instruction) and supports (supplementary aids and services) needed to ensure the child receives appropriate instruction in the LRE. The IEP team looks at academics, as well as, unstructured times such as hallway passing, lunch, and/or recess. Students with disabilities are included in school activities such as field trips, extracurricular events, athletics, and assemblies. LEA fully understand that special education is not a place, it is a service that begins in the general education setting.

The WCSD has expanded the continuum of available services to students in both the general and special education settings, special education service expansions to promote access to the LRE include:

Child Study Team

Child study team (CST) is a systemic process designed to determine interventions necessary to meet the needs of students experiencing learning, medical, and behavioral difficulties. Students demonstrating difficulty in school may be referred to the school's child study team to identify areas of concern and target interventions to support the difficulties.

The child study team reviews existing data to develop and implement interventions necessary to support identified area(s) of concern. If interventions in the regular education program do not resolve the difficulty, a child will be referred for a screening meeting to determine if a Chapter

15/Section 504 plan or Chapter 14 (special education) evaluation is necessary. Beginning 2016-2017, a focus group evaluated CST procedures and recommended revisions to promote implementation with fidelity and consistency throughout the district. In 2017-2018, year 2, administrators followed established procedures and CST calendar to facilitate ongoing collaboration, discussion and planning to target interventions.

Multi-Tiered System of Supports

Commencing with the 2016-2017 school year the district embraced year one of Multi-Tiered System of Supports (MTSS). MTSS is defined as a process of documenting changes in behavior or learning as a result of evidence-based interventions. It is an ongoing process of using student performance and other data to guide instructional and behavioral decisions. Implementing MTSS has provided students with disabilities access to receive individualized instruction in a small group setting on a tiered continuum. For example, discussion regarding reading instruction begins with exploring services and supports in the general education setting at Tier 1. If the IEP team determines a child's educational placement in the general education setting is appropriate however needs additional interventions to support deficits in literacy and reading, the team may recommend Tier 1 in the general education setting with (a) additional reading instruction (minimum 30 minutes) direct intervention at Tier 2 or (b) targeted interventions at Tier 3 in small groups – both interventions are in addition to the general instruction provided with non-disabled peers in their general education setting. Student progress is regularly monitored to determine if a student is making sufficient gains. Classroom performance, observations, state assessment data, etc., are used to determine if the interventions are working. Then, adjustments to the frequency, intensity, time, etc. can be made according to the level of progress.

Continuum of services

WCSD expanded existing emotional support services in the western attendance area by adding k-12 full-time emotional support programming in the three (3) central attendance area schools which expanded the existing continuum of services to include full-time programming in two (2) of the four (4) attendance areas in WCSD. Expanding access to full-time emotional support programming promotes opportunities for more students to have access to Chapter 14 services in their neighborhood school. The special education department also reallocated existing staff to service students in the new multiple disabilities classroom at Warren Area Elementary Center. "Multiple disabilities" means concomitant impairments (such as mental retardation blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.

Pre-Employment Transition Services

In collaboration with Bollinger Enterprises, Inc. the special education department implements Section 511 Legislation - Workforce Innovation and Opportunity Act (WIOA) and Pre-Employment Transition Services (PETS). We greatly appreciate the collaboration and opportunity to provide

special education and at-risk students with the opportunity to access authentic, interest-based Pre-Employment Transition and work-based learning experiences to prepare them for future employment.

Activities of Daily Living & Community Based Instruction

This school year the Warren County School District Special Education department implemented Activities of Daily Living (ADL) progress monitoring and expanded Community Based Instruction (CBI) experiences.

ADLs are simple activities that most of us do every day—feeding, toileting, bathing, and ambulating, among others—but for many students these activities may present a unique challenge. Basic ADLs are generally defined separately from the Instrumental Activities of Daily Living (IADL), which include more complex skills that are required to not only take care of yourself, but to live independently. With the implementation of ADL progress monitoring, teachers were provided with a template and procedure to ensure understanding for the required tri-annual ADL progress monitoring. ADL deficiencies are addressed via IEP goals and regular progress monitoring along with direct interventions in the form of instruction and/or related service (OT, PT, ST, PCA). The WCSD Director of Pupil Services also created an ADL Parent Resource Guide to promote parent awareness.

Community Based Instruction (CBI) is a community based instructional program designed for students that need intensive instruction in functional and daily living skills. The goal of Community Based Instruction (CBI) is educational instruction which occurs in community environments providing students “real life experiences”. The goal is to provide a variety of hands on learning opportunities at all age levels to help students acquire the activities of daily living skills necessary for independent living and to enhance the quality of life.

This program facilitates age-appropriate activities - during a child’s elementary school years, CBI focuses on learning and using Activities of Daily Living (ADL) skills in the community setting and as the student gets older (middle and high school) the focus shifts more toward transitional planning and Instrumental Activities of Daily Living (IADL). CBI provides natural and tactile opportunities for both ADL and IADL skills practice in the natural setting which is meaningful to students. Some of the CBI will emphasize the skill of transferring an Activity of Daily Living (ADL) from the classroom to the natural (home/community) setting, whereas other experiences will be leisure. CBI activities occurred regularly throughout the 2018-2019 school year and will vary year to year, moving forward, to ensure students are exposed to a variety of CBI opportunities as they age.

Parent Input regarding CBI experiences:

“I am very pleased with the opportunities the CBI is now offering my son to explore community with guidance and begin to discover his own skills and abilities. As we are working with him to develop transitional goals, I believe this program can not only help him gain confidence in connecting classroom learning with practical settings but also to expand our understanding of his strengths as he begins demonstrating his interests.

Practice and repeated opportunities become very valuable in his learning and helping us provide direction in gaining independence. Thank you!"

~Anonymous Parent

In comparison to the commonwealth of Pennsylvania, the increase in the special education population in WCSD is consistent with the state and other LEAs, reference indicator 5 – educational environments.

The district's special education population has increased from 18.9% in 2015-2016 to 20.2% in 2017-2018 whereas the commonwealth's average population increased from 15.9% in 2015-2016 to 16.9% in 2017-2018. In summary, the commonwealth's special education population has increased 1% over three years and the district's population increased 1.3%, which is comparable. The percentage of student's in the regular education setting $\geq 80\%$ of the day has decreased from 80.4% in 2015-2016 to 76.2% - the district attributes this reduction to the increased need for more restricted continuum of services to support students with (a) Autism disability; (b) mental health needs; and (c) OHI disability. The WCSD Director of Pupil Services provides an annual Special Education Report Card to the Board of Directors which summarizes programming, needs, growth, and disability data.

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.

Policy

The district implements planned positive interventions that promote self-management and the transfer of learned positive decision-making as students develop the management of behavior skills. If the IEP team determines the child's behavior impedes learning of self and/or others, the district conducts a Functional Behavior Assessment (FBA) and upon completion the IEP team develops a Positive Behavior Support Plan (PBSP), behavior goals, and identifies necessary services and supports to promote an increase in desired behavior and a decrease in problematic behavior(s). The PBSP and goal include baseline data (behavior frequency before intervention begins) for each behavior; and the district provides the following courses and services to support students identified in need of planned interventions: (a) Psychological Counseling Services; (b) Board Certified Behavior Specialist Consultant(s) via a contract with a community provider who staff three (3) full-time BSCs in the WCSD; (c) social skills curriculum; (d) character education; (e) school-based programming; (f) outpatient mental health services in the school setting; (g) school social worker; (h) school counselor; (i) Student Assistance Program; (j) SWPBS; and (k) continuum of programming.

Behavior Support Training

The district provides annual training to recertify all special education paraprofessionals and teachers, including school psychologist and speech & language pathologists, with physical intervention and verbal deescalation. In addition, the district provided all administrators with a 5-day training on PBSP and behavioral interventions, daily sessions included the following topics: (a) ABA principles; (b) FBA and school behavior plans; (c) systems and school wide positive behavior supports; (d) Acceptance and Commitment Training; and (e) application of Applied Behavior Analysis (ABA) principles. The district has a rubric to support staff as he/she engages in the process of developing a FBA and/or PBSP. The rubric was created to support implementation of learned skills following the 5-day training ABA Intensive summer training.

The WCSD will pilot Ukeru at WAEC (2 classrooms), BWMS (2 classrooms), and WAHS (1 classroom) following the on-site 2-day train-the-trainer certification. Ten administrators and teachers will be certified trainers following the March 19 & 20, 2019 on-site training, and approved to train WCSD staff.

The vision is to provide student's with a hands-free crisis intervention response vs a physical restraint. Ukeru will supplement Handle With Care. The special education department, based on research and consultation with other districts using Ukeru, anticipates a reduction in physical interventions and a reduction in the number of staff that will need trained with Handle With Care. Ukeru is a crisis management technique rooted in the belief that the use of physical restraints is unnecessary and unproductive. Ukeru believes that all intervention - educational and behavioral - should be built on an approach of comfort rather than control. Ukeru is hands off response to respond to crisis management of student behavior. Ukeru centers on a philosophy of comfort vs. control: (a) using a trauma-informed approach to create a supportive, caregiving environment sensitive to clients' past experiences of violence and victimization; (b) helps individuals thrive in the least restrictive environment consistent with achieving the best outcome; and (c) achieves the greatest impact with the least amount of disruption to an individual's routine.

School-Based Behavioral Health Services

The district collaborates with a local provider and managed care to provide school-based services. The CSBBH Team Program is a voluntary mental health service for youth and their families. Youth ages 5 to 18 years who demonstrate an emotional or behavioral disturbance that interferes with their ability to be educated and to function in other settings may be appropriate for participation. Certain youth up to age 21 who are still in school or with an Individualized Educational Program (IEP) may be appropriate for participation.

The CSBBH Team is based in the school but delivers services to the youth and family in the school, home, and community settings as needed. Each team is comprised of a number of licensed, master's prepared clinicians and bachelor's prepared staff who work together to serve a flexibly sized caseload of youth and families. As compared to other community-based behavioral health services, the CSBBH Team delivers services to the youth in a more flexible manner at times of clinical need.

The CSBBH Team's services are accessible, coordinated across child-serving systems, integrated with school interventions, and comprehensive in nature. The CSBBH Team will function as the single point of contact for CSBBH enrolled youth and families and will assume full clinical responsibility for

treatment interventions, coordination of care, and case management activities. The CSBBH model includes clinical interventions as well as case management, crisis intervention, and consultation/training to educational staff.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The district strives to ensure FAPE is provided to all students, however, recognize a growing need for student with mild intellectual disabilities or Other Health Impairment. We work with building leadership to create classes which provide intensive level instruction with a certified teacher. This promotes a child's access to the general curriculum in the Least Restrictive Environment (general education with non-disabled peers) - these courses have a maximum seating capacity of 15 students and include both children with disabilities and non-disabled at risk population. The district has a large population of para-educators who also support high needs students in the classroom. We also have worked with parents and legal counsel to establish some "blended " programming with on-line or virtual academy coursework and public school intervention to meet the unique needs of students. Within the past couple of years we have also developed enhanced emotional support programs to offer continuity and contracted support services.

Overall, the district continues to work in cooperation with area agencies to resolve and locate educational placements for hard to place students. School representatives assist with making referrals to Child and Adolescent Service System Program (CASSP) when interagency interventions are warranted. There are times when additional staff has been hired to address student needs and training provided to teachers and aides. Our administrative team in special education also maintains contact information for programs in the area that may assist in finding appropriate educational placements for hard to place students. When it is clear there is a need to look outside of the school district for placements we have first considered schools we have contracted with in the past such as those available through the local intermediate unit and community providers. We have also supported county Human Services Agency placements for students with mental health needs or multiple disabilities. Students in placement continue to be tracked in our system and local involvement in the evaluations and programming development often occur via an on-site visit or phone conference.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Beacon Light Behavioral Health Services - Residential Treatment Facility	Nonresident	Warren County School District	8
Warren County Prison	Incarcerated	Warren County	2

		School District	
Beacon Light Behavioral Health Services - Youngsville Specialty Residential	Nonresident	Warren County School District	8
Beacon Light Custer City	Nonresident	Bradford School District	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Bethesda Lutheran Partial	Special Education Centers	Partial Program	1
George Junior Republic	Approved Private Schools	Residential Treatment Facility	2
Pathways - Oil City School District	Neighboring School Districts	Residential Treatment Facility	6
Abraxas	Approved Private Schools	Residential	1
Harbor Creek Youth Services	Approved Private Schools	Residential	3

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	16	0.8
Locations:				
Warren Area High School	A 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	15 to 19	2	0.1
Locations:				

Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 18	1	0.1
Locations:				
Warren Area High School	A Senior High 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: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	11	0.6
Locations:				
Warren Area High School	A 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	15 to 18	1	0.1
Locations:				
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 18	4	0.2
Locations:				
Warren Area High School	A 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%)	Autistic Support	15 to 18	2	0.1
Locations:				
Warren Area High School	A Senior High 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: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 19	5	0.4
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant, supplemental, and full-time LSS services & programming.				
Locations:				
Warren Area High School	A 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%)	Life Skills Support	15 to 19	5	0.6
Locations:				
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

Justification: Compliance for classroom size was marked as inappropriate.

Explain any unchecked boxes for facilities questions: The classroom is a resource room design and no more than 8 students utilize it at a time. With this stipulation it does meet the 28sq. ft per student requirement.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	8	0.75
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant and supplemental level LS and LSS programming.				
Locations:				
Eisenhower 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	Autistic Support	5 to 11	2	0.2
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant and supplemental level AS programming.				
Locations:				
Eisenhower 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%)	Learning Support	5 to 11	1	0.05

but More Than 20%)				
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant and supplemental level LS and LSS programming.				
Locations:				
Eisenhower 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: ClassandPosition

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	9	0.5
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant and supplemental level LS and LSS programming.				
Locations:				
Eisenhower Middle 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
Itinerant	Autistic Support	16 to 19	2	0.2
Locations:				
Eisenhower Middle/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
Itinerant	Emotional Support	16 to 19	3	0.25
Locations:				
Eisenhower Middle/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 19	1	0.05
Locations:				
Eisenhower Middle High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	12	0.8
Locations:				
Eisenhower Middle/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
Itinerant	Autistic Support	11 to 14	1	0.1
Locations:				
Eisenhower Middle/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	11 to 14	1	0.1
Locations:				
Eisenhower Middle High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 9	2	0.3
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range.				
Locations:				
Sheffield Area 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	Learning Support	8 to 11	13	0.7
Locations:				
Sheffield Area Elementary School	An Elementary 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:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	4	0.77
Locations:				
Youngsville Elem/Middle 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%)	Autistic Support	5 to 8	1	0.12
Locations:				
Youngsville Elementary/Middle 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	Autistic Support	5 to 8	2	0.1
Locations:				
Youngsville Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	10	0.6
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant and supplemental level LS services.				
Locations:				
Sheffield Area Middle 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 16	4	0.2
Locations:				

Sheffield Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 19	2	0.1
Locations:				
Sheffield Area Middle 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
Itinerant	Autistic Support	14 to 17	1	0.1
Locations:				
Sheffield Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	16	0.7
Locations:				
Sheffield Area Middle 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
Itinerant	Autistic Support	14 to 18	2	0.1
Locations:				
Sheffield Area Middle 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
Itinerant	Emotional Support	14 to 18	1	0.1
Locations:				
Sheffield Area Middle 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	14 to 18	1	0.1
Locations:				
Sheffield Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are		

		operated		
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Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	10	0.6
Locations:				
Sheffield Area Middle 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 15	7	0.2
Locations:				
Sheffield Area Middle 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
Itinerant	Emotional Support	13 to 16	1	0.05
Locations:				
Sheffield Area Middle 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
Itinerant	Autistic Support	12 to 15	1	0.05
Locations:				
Sheffield Area Middle 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	13 to 16	1	0.05
Locations:				
Sheffield Area Middle 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%)	Autistic Support	13 to 16	1	0.05
Locations:				

Sheffield Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 11	7	0.75
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant and level AS programming.				
Locations:				
Warren Area Elementary Center	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%)	Autistic Support	5 to 11	2	0.25
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant and supplemental level AS programming.				
Locations:				
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	3	0.3
Locations:				
Warren Area Elementary Center	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%)	Emotional Support	8 to 11	3	0.5
Locations:				

Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 11	1	0.2
Locations:				
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 4, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	19	1
Locations:				
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	18	1
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant and supplemental level LS programming.				
Locations:				
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.8
Locations:				
Warren Area Elementary Center	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%)	Emotional Support	5 to 8	1	0.2
Locations:				
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 14	7	0.7
Locations:				
Beaty Warren Middle School	A Middle 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%)	Life Skills Support	11 to 14	3	0.3
Locations:				
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 11	7	0.9
Justification: PA Code 14.105 permits caseload of 12 full-time LSS				
Locations:				
Warren Area Elementary Center	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%)	Life Skills Support	8 to 11	1	0.1
Locations:				
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 10	7	1
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of supplemental level LS and LSS programming.				
Locations:				
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 12	2	0.2
Locations:				
Youngsville Elementary Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 12	4	0.8
Locations:				
Youngsville Elementary Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	10	0.85
Locations:				
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 9	1	0.1
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range				
Locations:				
Youngsville Elementary/Middle 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	5 to 9	1	0.05
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range				
Locations:				
Youngsville Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	13	0.8
Locations:				
Youngsville Elementary/Middle School	A Middle 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	11 to 13	3	0.2
Locations:				
Youngsville Elementary Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	8	1
Locations:				
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 20	6	0.6
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant, supplemental, and full-time LSS services & programming.				
Locations:				
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 20	6	0.4
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant, supplemental, and full-time LSS services & programming.				
Locations:				
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	8	0.85
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant and supplemental level LS and LSS programming.				
Locations:				
Eisenhower 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	Learning Support	11 to 13	2	0.1
Locations:				
Eisenhower Middle High School	A Junior 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	11 to 13	1	0.05
Locations:				
Eisenhower Middle High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	14	0.8
Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.				
Locations:				
Eisenhower Middle/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
Itinerant	Autistic Support	14 to 16	2	0.15
Locations:				
Eisenhower Middle High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	1	0.05
Locations:				
Eisenhower Middle High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 14	2	0.3
Locations:				
Youngsville Elementary Middle School	A Middle 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	10 to 14	3	0.7
Locations:				
Youngsville Elementary Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	4	0.4
Locations:				
Youngsville Elementary Middle 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%)	Emotional Support	5 to 8	4	0.6
Locations:				
Youngsville Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 9	6	0.9
Locations:				
Youngsville Elementary Middle School	An Elementary 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	Autistic Support	7 to 9	1	0.1
Locations:				
Youngsville Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	21	0.8
Locations:				
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	21	0.7
Locations:				
Beaty Warren Middle School	A Middle 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%)	Autistic Support	14 to 16	5	0.3
Locations:				
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	21	0.8
Locations:				
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	18	0.8
Locations:				
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	1	0.1
Locations:				
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 18	2	0.1
Locations:				
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 15	7	0.6
Locations:				
Beaty Warren Middle School	A Middle 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%)	Life Skills Support	12 to 15	2	0.3
Locations:				
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	12 to 15	1	0.1
Locations:				

Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #36 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	18	1
Locations:				
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	1	0.05
Locations:				
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	3	0.16
Locations:				
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 19	1	0.08
Locations:				
Youngsville High School	A 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%)	Autistic Support	15 to 19	1	0.12

Locations:				
Youngsville High School	A 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	15 to 19	1	0.1
Locations:				
Youngsville High School	A 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	15 to 19	1	0.08
Locations:				
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	4	0.4
Locations:				
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #38 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	1	0.2
Locations:				
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	11	0.6
Locations:				
Youngsville High School	A 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	15 to 19	2	0.1

Locations:				
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 19	7	0.7
Locations:				
Youngsville High School	A 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%)	Autistic Support	15 to 19	3	0.3
Locations:				
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #40 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 4, 2014

Explain any unchecked boxes for facilities questions: This position is an traveling position. The teacher meets with students in various buildings on an individual basis at the students home school.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 17	20	1
Justification: The age range reflects caseload and not instructional grouping. This position covers all buildings in the school district with the instructor's home school at Eisenhower Middle Senior High School.				
Locations:				
Eisenhower Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #41 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	25	0.8
Locations:				
Beaty Warren Middle School	A Middle 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	15 to 21	19	0.2
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant and supplemental level LS and LSS programming.				
Locations:				
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #42 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 14	1	0.8
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant and supplemental level LS and LSS programming.				
Locations:				
Youngsville Elementary Middle 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	10 to 12	1	0.2
Locations:				
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #44 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 14	22	0.8
Justification: Age range variance reflects teacher caseload not instructional grouping. Instructional groups do not exceed age range.				
Locations:				
Youngsville Elementary Middle 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	14 to 17	2	0.2
Locations:				
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #45 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	59	0.8
Justification: Age range variance reflects teacher caseload not instructional grouping. Instructional groups do not exceed age range.				
Locations:				
Eisenhower Elementary	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	13 to 17	6	0.2
Locations:				
Eisenhower Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #46 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	61	1
Justification: Age range variance reflects teacher caseload not instructional grouping. Instructional groups do not exceed age range.				
Locations:				
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	12	0.8
Locations:				
Eisenhower Middle 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
Itinerant	Autistic Support	15 to 19	2	0.15
Locations:				
Eisenhower Middle 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	15 to 19	1	0.05
Locations:				
Eisenhower Middle High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #48 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 10	3	0.3
Locations:				
Youngsville Elementary Middle 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%)	Autistic Support	7 to 10	3	0.7
Locations:				
Youngsville Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 13	2	0.2
Locations:				
Youngsville Elementary Middle School	A Middle 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	11 to 13	4	0.6
Locations:				
Youngsville Elementary Middle School	A Middle 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	Autistic Support	11 to 14	1	0.2
Locations:				
Youngsville Elementary Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #50 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	29	0.8
Locations:				
Beaty Warren Middle School	A Middle 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	11 to 13	3	0.2
Locations:				
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #51 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	2	0.2
Locations:				
Beaty-Warren Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #52 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 13	2	0.5
Locations:				
Youngsville Elementary	A Middle School	A building in which General Education		

Middle School	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 13	3	0.5
Locations:				
Youngsville Elementary Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #53 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	1	0.1
Locations:				
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #54 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.1
Locations:				
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	1	0.1
Locations:				
Warren Area High School	A 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%	Emotional Support	14 to 19	8	0.3

but More Than 20%)				
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant and supplemental level ES programming.				
Locations:				
Warren Area High School	A 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	16 to 18	2	0.2
Locations:				
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	8	0.3
Locations:				
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #55 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 20	4	0.4
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant, supplemental, and full-time LSS services & programming.				
Locations:				
Warren Area High School	A 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	Life Skills Support	15 to 20	8	0.6
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant, supplemental, and full-time LSS services & programming.				
Locations:				
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #56 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	12	0.5
Locations:				
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	9	0.3
Locations:				
Warren Area High School	A 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	15 to 18	1	0.1
Locations:				
Warren Area High School	A 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	15 to 18	1	0.1
Locations:				
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #58 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 11	3	1
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range.				
Locations:				
Sheffield Area	An Elementary School	A building in which General Education		

Elementary School	Building	programs are operated		
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Program Position #59 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 5, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	7	0.8
Locations:				
Warren Area Elementary Center	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%)	Life Skills Support	5 to 8	2	0.2
Locations:				
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #60 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class and Position**Implementation Date: September 5, 2017**Explain any unchecked boxes for facilities questions: Maycock***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range.				
Locations:				
Warren Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #61 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 5, 2017**Explain any unchecked boxes for facilities questions: Cox***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	41	0.8
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant and supplemental level LS and LSS				

programming.				
Locations:				
Sheffield Area 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	13 to 21	9	0.2
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant and supplemental level LS and LSS programming.				
Locations:				
Sheffield Area Middle High School	A Junior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services	Warren County School District	1
Special Education Supervisor	Warren County School District	1
Special Education Supervisor	Warren County School District	1
Special Education Supervisor	Warren County School District	1
School Psychologist	Warren County School District	1
School Psychologist	Warren County School District	1
School Psychologist	Warren County School District	1
School Psychologist	Warren County School District	1
Para Professional	Beaty Warren Middle School	1
Para Professional	Beaty Warren Middle School	1
Para Professional	Beaty Warren Middle School	1
Para Professional	Beaty Warren Middle School	1
Para Professional	Beaty Warren Middle School	1
Para Professional	Warren Area Elementary Center	1
Para Professional	Warren Area Elementary Center	1
Para Professional	Warren Area Elementary Center	1
Para Professional	Warren Area Elementary Center	1
Para Professional	Warren Area Elementary Center	1
Para Professional	Warren Area Elementary Center	1
Para Professional	Warren Area Elementary Center	1
Para Professional	Warren Area Elementary Center	1
Para Professional	Warren Area High School	1
Para Professional	Warren Area High School	1
Para Professional	Warren Area High School	1

Para Professional	Warren Area High School	1
Para Professional	Warren Area High School	1
Para Professional	Warren Area High School	1
Para Professional	Warren Area High School	1
Para Professional	Warren County Career Center	1
Para Professional	Warren County Career Center	1
Para Professional	Warren County Career Center	1
Para Professional	Sheffield Area Middle High School	1
Para Professional	Sheffield Area Middle High School	1
Para Professional	Sheffield Area Middle High School	1
Para Professional	Eisenhower Middle High School	1
Para Professional	Eisenhower Elementary School	1
Para Professional	Eisenhower Elementary School	1
Para Professional	Youngsville Elementary Middle School	1
Para Professional	Youngsville Elementary Middle School	1
Para Professional	Youngsville Elementary Middle School	1
Para Professional	Youngsville Elementary Middle School	1
Para Professional	Youngsville Elementary Middle School	1
Para Professional	Youngsville Elementary Middle School	1
Para Professional	Youngsville Elementary Middle School	1
Para Professional	Youngsville High School	1
Para Professional	Youngsville High School	1
Para Professional	Youngsville High School	1
Para Professional	Youngsville High School	1
Para Professional	Youngsville High School	1
Para Professional	Warren Area High School	1
Medical Assistant Aide	Warren County School District	1
School Psychologist	Warren County School District	1
Medical Assistant Aide	Warren County School District	1
Medical Assistant Aide	Warren County School District	1
Para Professional	Beaty Warren Middle School	1
Para Professional	Warren Area Elementary Center	1
Para Professional	Warren Area High School	1
Para Professional	Warren County Career Center	1
Para Professional	Warren County Career Center	1
Para Professional	Youngsville Elementary Middle School	1
Para Professional	Youngsville Elementary Middle School	1
Para Professional	Youngsville Elementary Middle School	1
Para Professional	Youngsville Elementary Middle School	1
Para Professional	Youngsville Elementary Middle School	1
Para Professional	Youngsville Elementary Middle School	1
Para Professional	Youngsville Elementary Middle School	1
Medical Assistant Aide	Warren County School District	1

Medical Assistant Aide	Warren County School District	1
Medical Assistant Aide	Warren County School District	1
Medical Assistant Aide	Warren County School District	1
Special Education Supervisor	Warren County School District	1
School Psychologist	Warren County School District	1
Paraprofessional	Beaty Warren Middle School	1
Paraprofessional	Beaty Warren Middle School	1
Paraprofessional	Beaty Warren Middle School	1
Paraprofessional	Warren Area High School	1
Paraprofessional	Eisenhower Elementary School	1
Paraprofessional	Eisenhower Middle High School	1
Paraprofessional	Youngsville Elementary Middle School	1
Paraprofessional	Youngsville High School	1
Medical Assistant Aide	Warren County School District	1
Medical Assistant Aide	Warren County School District	1
Medical Assistant Aide	Warren County School District	1
Medical Assistant Aide	Warren County School District	1
Para Professional	Warren Area Elementary Center	1
Para Professional	Sheffield Area Elementary School	1
Para Professional	Sheffield Area Elementary School	1
Para Professional	Sheffield Area Elementary School	1
Special Education Supervisor	Warren County School District	1
School Social Worker	Warren County School District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Bollinger Enterprises Incorporated	Outside Contractor	3 Days
Physical Therapy Services	Intermediate Unit	5 Days
Occupational Therapy Services	Intermediate Unit	5 Days
Visually Impaired Services	Intermediate Unit	2 Days
Beacon Light Behavioral Health	Outside Contractor	5 Days
Achievement Center - BSC	Outside Contractor	5 Days
Achievement Center - BSC	Outside Contractor	5 Days
Achievement Center - BSC	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Warren County School District Autistic Support teachers will continue to implement strategies and procedures learned in collaboration with PaTTAN Autistic Initiative.
Person Responsible	Director of Pupil Services & Special Education Supervisor
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	5
Provider	PaTTAN - Pittsburgh
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	This training provides comprehensive, evidence-based information to assist educators, providers, and families in developing effective educational and therapeutic programming for all students with autism spectrum disorders
Research & Best Practices Base	<p>Outcomes</p> <ol style="list-style-type: none"> 1. Cite specific research findings concerning autism spectrum disorders and relate them to assessment, instruction, and progress determination, including specific communication. 2. Describe appropriate interventions, materials, and progress-monitoring practices based on continuous instructional evidence in the areas of cognition, language, social skills, and motor skills. 3. Identify, analyze, and apply evidence-based practices for the treatment of students with autism spectrum disorders in

	<p>cognition, communication, and social and motor skills.</p> <ol style="list-style-type: none"> 4. Formulate practical and evidence-based instructional plans for students with autism spectrum disorders in order to have them progress in the general education curriculum with specific accommodations in language, cognition, and social and motor skills. 5. Incorporate the use of instructional technology and visual-graphic organizers into the instruction of students with autism spectrum disorders in order to increase organizational skills and improve achievement. 6. Relate specific assessment and intervention procedures to the general education curriculum and academic standards and benchmarks, including specific applications to communication-based approaches.
<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>Series of Workshops Offsite Conferences</p>

Participant Roles	Classroom teachers Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

Behavior Support

Description	School Wide Positive Behavior Support (SWPBS) will provide participants with knowledge and supports to establish, maintain, and expand a school wide behavioral system through a three-tiered decision-making framework that guides the selection, integration, and implementation of evidence-based practices for improving behavior outcomes for learners. Additionally, Principals, para-educators and many teachers are trained appropriately in de-escalation techniques and when needed proper techniques in the use of restraint through the Handle With Care Crisis Intervention. The district is also implementing Ukeru, which is a hands-free intervention staff use to respond to crisis behaviors. BSC consultation and direct services are available throughout the WCSD. The district staffs, via contract with a community provider, three BSCs for the purpose of direct intervention, teacher consultation and training, parent training and program review.
Person Responsible	Director of Pupil Services

Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	4
# of Participants Per Session	70
Provider	Warren County School District
Provider Type	Individual
PDE Approved	No
Knowledge Gain	The school teams will be empowered to develop a proactive approach to discipline that promotes appropriate student behavior and increased learning. Trainings in this area will also support the participants with knowledge and skills with de-escalation techniques.
Research & Best Practices Base	Research supports that a positive, direct instructional approach is more effective than traditional punishment-based alternatives in improving student academic success and improving overall school climate. The LEA's policy includes research-based practices obtained from the Handle With Care where all Principals, Para-Educators, and many teachers are trained appropriately in de-escalation techniques and when needed the proper techniques in the use of restraint. Community and School-Based behavioral Health (CSBBH) program has expanded and support is provided to identified students during school hours and within the community. The CSBBH staff is available to provide professional development to school teams and staff on mental health and behavioral health concerns.
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>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	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

educators seeking leadership roles	<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</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>Analysis of student work, with administrator and/or peers</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p> <p>Ongoing monitoring of student behavior</p>
Evaluation Methods	<p>Participant survey</p> <p>Data compiled and analyzed through SWIS</p>

Paraprofessional

Description	Certificated and Paraprofessional staff will be trained in methods of assisting someone who may be in the early stages of developing mental
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	health problems.
Person Responsible	Director of Pupil Services
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	4
# of Participants Per Session	24
Provider	Northwest Health Connections
Provider Type	Mental Health Provider
PDE Approved	No
Knowledge Gain	The techniques participants gain will give them confidence to identify a youth with a mental health need. It will also teach them how to respond in crisis situations.
Research & Best Practices Base	Increasing staff awareness on the importance of Youth Mental Health First Aid (YMHFA) so certificated and paraprofessional staff respond appropriately to mental health crisis situations.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

	High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion
Evaluation Methods	Mental Health First Aid Quiz

Reading

Description	In 2016-2017, the WUSD implemented Tiered Reading intervention for all students k-12. Implementation began with selection of curricular resources and was followed by intensive training, including over 30 coaching days since initial implementation, for identified reading specialist and special education teacher. The district will support additional coaching days from Houghton Mifflin Harcourt Scholastic to support implementation of Tier 2 – Read 180U and Tier 3 – System 44 and iRead reading interventions.
Person Responsible	Director of Pupil Services & Special Education Teacher Coach
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	10
Provider	Houghton Mifflin Harcourt
Provider Type	For Profit Company
PDE Approved	No
Knowledge Gain	Through on-site coaching days with Houghton Mifflin Harcourt (HMH), participants will deepen their knowledge of the System 44 instructional model and managing the classroom effectively.
Research & Best Practices Base	Teachers will review their existing understanding of the Scholastic Achievement Manager (SAM) with the HMH reading coach, and continue to expand their awareness of how to use the data gathered in SAM to drive instruction.

<p>For classroom teachers, school counselors and education specialists</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>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>Series of Workshops Professional Learning Communities</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Other educational specialists</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</p>
<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom</p>

	<p>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>
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Transition

Description	Appropriate Indicator 14 regulations are shown throughout the IEP.
Person Responsible	Director of Pupil Services
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	70
Provider	Warren County School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Special Education Teachers will design appropriate measurable special education goals that address education and training, employment, and as needed independent living.
Research & Best Practices Base	Focus on improving the academic and functional achievement of the student with a disability to facilitate the movement from school to post school activities.
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>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking	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

leadership roles	<p>are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Department Focused Presentation
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</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	peer-to-peer transition section of the IEP discussion
Evaluation Methods	appropriate use of Indicator 14 IEP sections

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer