

Warren County SD
Special Education Plan Report

07/01/2015 - 06/30/2018

District Profile

Demographics

6820 Market Street
 Russell, PA 16345
 (814)723-6900
 Superintendent: William Clark
 Director of Special Education: Ruth Nelson

Planning Committee

Name	Role
Leslie Collopy	Administrator
Jennifer Dilks	Instructional Coach/Mentor Librarian
Tom Fadale	Administrator
Chris Haslett	Parent
Kristine Kifer	Ed Specialist - Other
Ellen Koontz	Special Education Secretary to Director
Erik Leamon	Administrator
Matt Menard	Ed Specialist - School Counselor
Julie Mineo	Ed Specialist - School Psychologist
Ruth Nelson	Administrator
Michele Petrishen	High School Teacher - Regular Education
Lisa Smith	Administrator
Heather Stover	Administrator
Lynette Swab	High School Teacher - Special Education
Sandra Wilks	Administrator

Core Foundations

Special Education

Special Education Students

Total students identified: 795

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 process is as follows:

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 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.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

The special education data report from the 2013-2014 School year indicates our percent of special education is at 16.9 which is slightly higher 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 lower number of students identified during the 2012-2013 school year which was 17.1%. Disproportionalities (+/- 10% 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. Proactive referrals through Early Intervention and school based teams students with potential spectrum disorders are screened early and follow-up assessments are done with the school psychology staff. We are fortunate to have local support through the Barber National Institute which actively assist with student assessments for Autism. Our speech and language percentage is also higher than the state by 5.8%. In this area we often receive children from the Early

Intervention Program with language delays and continue to work with them as they enter school. We have a staff of six speech therapists who provide early screenings and interventions for young students. Other Health Impairment is an area where the district is significantly lower than the state percentage wise. This could be reflective of students with ADHD receiving services through a Chapter 15 Service Plan as opposed to an IEP. There are also times when a co-morbid diagnosis exists and that student is embraced educationally through another identified area. It is also noted that our numbers for Specific Learning Disabilities is lower than the state percentage by 7.4%. Our district percentage in this area has gradually increased over the years 34.9% in 2011-2012, 35.4% in 2012-2013, and 36.4% in 2013-2014.

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 as 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 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 home school district. The district has also assigned a case manager specifically to students attending the RTF to facilitate programming and ensure regulations are being met with regards to evaluations, IEPs, and placement.

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. All education services are provided either within the public school setting or within an appropriate program such as the Alternative Education for Disruptive Youth program (for those who meet criteria), Cyber Programs, or special school/facility as based on educational needs. Reference is made to the BEC, if the current IEP & NOREP require a different placement and the IEP team (host school district and parent) have determined through the IEP process that an alternative education setting will appropriately address the student's educational needs. One barrier we continue to experience is the timeline from when a 1306 student is placed in our district and the receipt of educational paperwork from the sending district, often times the student arrives and the

paperwork is lagging behind for weeks. We continue to work through this with persistent calls and e-mails to the sending district.

Incarcerated Students Oversight

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

The 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 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. Special Education teachers are sent over to the correction facility to provide instruction and meet the requirements of the IEP. 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 :

1. comply with the "child-find" obligations of IDEA;
2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. implement, timely review and/or develop Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and
4. 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.

WCSD first approaches each IEP with the consideration of a regular education placement throughout the school day. The team looks at academics as well as unstructured times such as hallway passing, lunch, and/or recess. Special needs students are included in school activities such as field trips and assemblies. The IEP team works with the parents to assess student needs and the accommodations that would be necessary within the general education classroom to promote successful inclusion for special education students. The district has employed strategies such as co-teaching, on-line courses, and differentiated instruction to support students within the regular school environment. There are times when the special education program has funded adapted projects for students to complete in the regular classroom setting, for example, a woodshop class where a craft activity was needed. WCSD has recently partnered with PATTAN and the IU5 to train staff on RTII for reading in the K-3 programs. Also, each year special education teachers are provided with a review of the full range of supplementary aids and services in the areas of Collaboration, Instruction, Physical Environment, and Social/Behavior. The PATTAN chart has become a standard part of the special education calendar provided to the special education teachers at the beginning of each school year.

There are times that the IEP team notes that a need for instruction outside of the general education is appropriate to meet the needs of the individual student. For those students a more intensive and/or adapted program is available. These students continue to be with their non-disabled peers for numerous activities throughout the school year.

The school district has embraced several evidence based models and successful programs to support the varied needs of learners. The PATTAN Office and local IU 5 have facilitated and supported our district with several trainings. Professional Development activities and trainings are on-going for Differentiated Instruction, Co-teaching, School Wide Positive Behavior Support, De-Escalation and Crisis Intervention, and most recently RTII. Many classroom settings in the elementary program have Amplification/Recording Systems to enhance instruction. In addition to co-teaching opportunities some of our students are included in a regular education program with a dual-certified teacher who will provide an intensive approach to the general curriculum class. Teachers are provided a common planning time when scheduling permits in some of the district buildings. There are also after school faculty or special meetings to focus on data review for classrooms and students so that instruction and student progress may be assessed. Additionally the district contracts with outside services such as the Barber National Institute for programming and training, Bollinger Enterprises for vocational assessment & work experience, the YMCA for community based instruction, and Beacon Light Behavioral Health for a Children's Mental Health Clinic at three of our buildings. Another significant component of successful inclusion is the parent access to the school information system which allows parents to view student grades and access teacher websites for information and instructional strategies to use at home.

Referencing the State Performance Plan Indicator 5, the WCSD exceeded the state average and the SPP target for having special education students in the regular class 80% or more on the 2012-2013 data report (LEA 77%, State 62.1%, SPP Target 65%). The district did not meet the SPP target for special education students in the regular class less than 40% (LEA 9.4, State 8.9%, SPP Target 8%). The district did meet the SPP Target in the third area which indicates the number of students placed in other settings (LEA 2%, State 5%, SPP Target 3.3%). Students placed outside the district is often done by another agency such as Children and Youth or Probation. The district staff is often, if not always, notified and included on IEP meetings. During the 2013-2014 school year we assigned a case manager who works with the supervisory staff to oversee students in placements outside the district.

Behavior Support Services

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

The LEA's PBS Policy includes areas on all of the following: Positive Techniques, Restraints, Inappropriate Techniques Training, and Behavior Support Plans. The Policy clearly outlines the expectations in this area. The LEA's PBS Policy includes research-based practices obtained from the Crisis Prevention Institute 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. The procedures are also based on PATTAN's training regarding Functional Behavioral Assessment and Positive Behavior Support Plans. The LEA's PBS Policy includes Section D of the training that discusses the district personnel responsible for delivery of the specialized procedures, methods, and techniques will be trained.

The LEA's PBS Policy includes statements both at the beginning of the Policy in the section related to "When specialized intervention is required, the following basic premises are to be pursued:" Evidence also exists in Part E of the Policy related to the Behavior Support Plan. The LEA's PBS Policy includes the directives as well as the information gained from the RISC website. This is documented in appropriate areas but also in the IEP.

The information regarding a student who has a behavior that interferes with the learning of themselves or others would be located in the IEP. Any student who has the appropriately related box checked on the appropriate page of the IEP would have an attached Positive Behavior Support Plan. The district continues to use the video resources on FBA's and Behavior Plans available through PATTAN as training for the district staff. The district is also engaged with PATTAN and IU5 and the School-Wide Positive Behavior Support Program.

The LEA's practice is to hold an IEP meeting following a student being referred to law enforcement at which time an FBA is updated or developed and a Positive Behavior Support Plan is developed or revised by the team.

Community and School Based Behavioral Health program has expanded to include one K - 5

elementary school, one 6 - 8 middle school, and one K - 8 school. Staff includes a program director, licensed psychologist, supervisor, three mental health professionals, and six behavioral health workers. Support is provided to identified students both during school hours and within the community. The teams work closely with families to provide the needed mental health intervention.

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.

Currently the district is ensuring FAPE to all students, however, recognize a growing need for student with mild intellectual disabilities or severe learning disabilities. We work with building leadership to create classes which provide intensive level instruction with a dual certified special education teacher. 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 in past couple of years we have also developed enhanced emotional support programs to offer a 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 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, Barber National Institute, and Beacon Light Behavioral Health Systems. We have also supported county Human Services Agency placements for students with mental health needs or multiple disabilities. We have net-worked with nearby school districts in a search for atypical yet highly endorsed programs. 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.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The mission of the Warren County School District is to educationally empower all students to think critically and solve problems through a rigorous curriculum that will provide them with the skills necessary to graduate and pursue a career of their interest.

We believe that the strengths of our Special Education programs are interwoven among the dedicated people throughout the school district's professional community. The Warren County School District programs are also supported and complemented by our Board of Directors, School Superintendent, parents, and community stakeholders, who continue to take on an active role in the education of our students. Our special and regular education teachers, psychologists, special education supervisors, speech and language therapists, Para-educators, secretarial support staff, and administrators meet the challenge of serving our students each day. Working together, these professionals are actively providing the supports necessary to accomplish the goal of reaching the unique needs of all children.

The following overview provides a snapshot of outstanding programming and support systems that benefit the needs of special education students throughout Warren County School District.

Assistive Technology

Warren County School District employs .5 assistive technology consultant. The Assistive Technology Consultant and other professionals of the IEP Team including the parents, meet as needed to assess appropriate software and hardware for the given student. Age/developmentally appropriate short-term trials are provided prior to purchasing equipment. Sometimes "less is better" and the student's programming needs are consistently monitored by the District.

As stated previously, WCSD is fortunate to have a half-time ATC. The ATC works directly with speech pathologists, OT, PT, physicians, audiologists, and other special education professionals in determining the need for, as well as the acquisition of equipment. The District's ATC is also involved monthly with the Intermediate Unit #5 Assistive Technology Consortium which discusses new advances in the area of AT. IEP meetings for students receiving AT services include discussions as to the need and availability of resources on an as needed basis. The District's ATP services and referral process are very organized and communicated to all LEAs.

The Teacher of the Deaf and Hearing Impaired Support program communicates directly and consistently with families, staff, audiologists, and the medical field regarding all external components of hearing loss. Most certainly the Assistive Technology Consultant is brought into these communications as needed. All equipment is maintained consistently and batteries are provided either by the families or the District, so the given student always has needed equipment. The District maintains a consistent approach to repair and replacement of assistive technology equipment. If a student is in need of a certain device and it becomes damaged, the District funds the repair, replacement as needed, and attempts to obtain a loaner device so the given student is with the needed technology during this time period.

This .5 Assistive Technology Consultant completes the following tasks:

- trains staff, students, and parents on use of equipment,
- requisitions equipment and tracks students' progress,
- upgrades software,
- assists with ACCESS billing,
- provides information and data for evaluation reports and IEPS,
- maintains equipment
- completes observations to determine needs of the students
- develops strategies for teachers using equipment
- inventories and prepares equipment before and after use as a Short/Long Term Loan
- sets up equipment

Autism

The Warren County School District works closely with PaTTAN, PDE, and other agencies to provide professional development for our paraeducators. Additionally, we have worked to develop specialization and enhance the capacity of the Intensive Autistic Supports Teachers through ongoing professional development and understanding of PDE initiatives. The District pays particular attention to research based methods including those described in the National Autism Center's *National Standards Project*. Identified instructional methods such as Applied Behavioral Analysis, Structured Teaching, Direct Instruction, Discrete Trial Instruction, Visual Supports and Modeling are all incorporated into the supports available for students. The various related needs of this population are also incorporated into an integrated approach to allow for positive outcomes including speech and language therapy, occupational therapy, physical therapy, sensory integration, and crisis de-escalation. Finally, School Based Mental Health is available to help address the associated challenges faced by this population of students.

Drop Out Prevention

The special education department recognizes that this area must continue to be a focal point of our efforts. We provided significant improvements to our teamwork designed to keep students in school and increase the graduation rate of special education students. The results listed below are significant as these improvements are some of the best we have seen since 2003. It is noted that in accordance with direction from OSEP and the SPP/APR Indicator and Measurement Table, APR data for indicator 1 (graduation rate) are lagged one year. Therefore, the 2012-2013 data is reflective of the July 2012 submission. The 2013 numbers were not reported on Penndata. The district will continue to strive to reach the SPP target of 85% or an improvement by at least 10% from the distance we are from the 85% goal.

1. Report on State Performance Plan Targets
 - a. Graduation Rates
 - i. School Year 2009-2010: 68.75% did not meet SPP Target
 - ii. School Year 2010-2011: 82.35% met SPP Target
 - iii. School Year 2011-2012: 73.08% met SPP target
 - iv. School Year 2012-2013: 73.08 (same July 2012 Submission) did not meet SPP target
 - b. Drop Out Rates
 - i. School Year 2009-2010: 31.25% did not meet SPP target
 - ii. School Year 2010-2011: 17.65% did not meet SPP target
 - iii. School Year 2011-2012: 26.92% did not meet SPP target
 - iv. School Year 2012-2013: 26.92% (same July 2012 Submission) did not meet SPP target.

It is recognized by the district there are a variety of issues related to school drop-outs. These reasons could be centered around such factors as family issues, social stress & difficulties, and academic struggles. One important aspect from our district is to make it a goal to ensure that every student feels welcomed, included, and supported in the school environment. Listed below are just a few of the programs and interventions provided by the district to support both regular education and special education students in the school setting.

- **Dropout Prevention Mentor:**

- During the 2010-2011 school years, the District hired a Student Assistant Mentor . The mentor was assigned to monitor and work with the special education students at the secondary level with intensive needs and at risk for dropping out of school. She focused on tracking their completion of assignments, work completion, grades, behavior and attendance. This effort has dramatically reduced the number of students dropping out at WAHS and has reinforced effective collaboration with these students, parents and school staff. In an effort to reduce the number of drop-outs the Student Assistant Mentor has worked with identified seniors and has sought out a variety of activities which resulted in an increase number of special education students graduating from WAHS. This program has continued with the district as part of the Truancy Officer/Homeless Liaison assignment with at least 5 hours a week dedicated to drop-out prevention. Her role is to provide support to students at risk for dropping out of school. This support may include case management, social interventions, family needs, and service providers. Once a student has been identified, a plan of action is discussed with the student and school administration. Assistance is being provided in the development of educational and social growth. Strengths and barriers are addressed along with appropriate interventions to help the student become successful in the educational environment.

There are currently 18 students in the program ranging from 9th to 12th grade. Our mentor meets with students in the home and/or school setting. During these times many areas are addressed throughout the academic year including grades, attendance, strengths, concerns, family, community, and peer relationships. Support is provided for the family and school district efforts are put together to promote academic success including referrals to the SAP program. The mentor attends Truancy Elimination Plan and IEP meetings. Collaboration has been formed with outside agencies such as Beacon Light Behavioral Health and Children & Youth Services. Some of the students are considered homeless under the McKinney-Vento Act. Our district mentor attended the "Meeting the Challenge" Conference and the 2014 ECHEY Homeless Conference.

- **Community and School Based Behavioral Health**

This program has expanded to include one K - 5 elementary school, one 6 - 8 middle school, and one K - 8 school. Staff includes a program director, licensed psychologist, supervisor, three mental health professionals, and six behavioral health workers. Support is provided to identified students both during school hours and within the community. The teams work closely with families to provide the needed mental health intervention.

- **The Random Acts of Kindness**

This group, (RAK), is designed to promote kindness and tolerance between students within the school, between schools, and members of the community. This is accomplished by activities that encompass increasing school spirit, sense of belonging, morale of students and encouraging students to attend and come to school and make school a fun place to be. This group is also designed to develop character. There is currently one RAK Chapter at WAHS. The RAK program also includes a mentor program.

- **Middle School Programs supporting drop-out prevention:**

The Beaty Warren Middle School has an "advisory period" at the end of the day. This offers to each student an adult advocate who reviews their homework completion, grades, and anything else that could be getting in the way of their school success. Grade level team meetings are held at a minimum every 4 ½ weeks. These teams build a sense of community reviewing important information and acknowledging accomplishments and positive behavior. Student Government representatives ask their peers for feedback or suggestions on how to improve "Life at Beaty." The student government representatives share these ideas once a month during a school improvement meeting. The Beaty Pride Club is yet another program with the mission to encourage kindness, acceptance, community service and understanding of individual diversities. This program works in collaboration with the elementary and high school's Random Acts of Kindness."

- **WhyTry - Dropout Prevention Program:**

The WhyTry program was implemented during the 2011-2012 school year for all students in 3rd-

8th grades. Components for the Why Try program are now integrated into the curriculum for grades 3-8. A refresher course on Why-Try was held during the district's professional development days at the beginning of the school year.

- **Child Study Meetings:**

All elementary buildings conduct Child Study Meetings of all at-risk students. Principals and Guidance Counselors often lead these child study team meetings. Each meeting is focused on developing the general education teacher's knowledge based on effective behavioral interventions and supports to for at-risk students. The team has been trained to recognize the signs for at risk students as potential drop-outs. The school psychologists are active participants in those meetings. A Special Education Supervisor may participate in meetings of exceptional or "thought to be" exceptional students.

- **READ 180**

This program continues to be implemented at the Middle School and High School levels. Reading Specialists teach this course in both middle and secondary levels. This will address the needs of students in the area of intensive reading comprehension needs.

- **Student Assistance Program (SAP)**

The student assistance teams meet on a regular basis to review student academic progress, attendance, and discipline records to identify student showing possible school difficulties. When appropriate, referrals for outside supports are made to assist students and families with potential problems leading to school failures and/or drop-outs.

Inclusion

To the maximum extent possible the Warren County School District includes students identified with a disability with non-disabled peers. This is evident in all schools as inclusion and co-teaching programs are implemented from Kindergarten through Grade 12. When a special education student needs more support to remain in the regular classroom than the teacher can provide, supportive inclusion is an option discussed during Individualized Education Program meetings. This allows special education teachers, paraprofessionals, and general education teachers to provide necessary adaptations and/or modifications to the regular curriculum in the regular education classroom. This is the first option considered to maintain participation in classes with non-disabled peers. Interventions are implemented and instructional time in special education is adjusted based upon the success a student experiences with the needed services. Therefore, heterogeneous classrooms are the norm and teachers work diligently to accommodate all students in class, many using differentiated instruction as a means to do so. Regular education teachers work

in collaboration with special education staff, therapists, tutors, and paraprofessionals to provide struggling students with the necessary tools to succeed. We strive to provide common planning time whenever possible to support team work and the collaboration between special education and regular education teachers.

Emotional Support

In our previous plan, the District had recognized a growing need in the area of emotional support programs for students with an educational diagnosis of Emotional Disturbance. In response to this growing need, the Emotional Support programming within the District was restructured. Higher level emotional support programming was developed in the Youngsville Attendance area to offer a range of services in regard to providing appropriate educational services in the LRE. A Transitional Special Education classroom at the elementary and middle school level was created to support students with the needs related to transitioning to public school from out-of-district placements. We continue to offer a nationally recognized crisis intervention prevention de-escalation training program to district employees to support students in crisis.

Life Skills

Special Education students who have been identified with significant needs participate in the Life Skills Support (K-12) Program. The goals for the program are focused on the individual needs of each student. The development of these goals often include social skills, functional life skills, community based instruction, and instructional pre-academic skills through basic reading, writing, language and math skills. The Life Skills programs have various projects to increase interactions with adults and students within the building. The curriculum has expanded the LSS Science course. Students are exposed to the alternate standards as well as many of the same academic standards as the general education curriculum. The consolidation of the Life Skills Support Programs from across the county to the central attendance area has improved the delivery of service to meet the individual needs of our students.

Where applicable, students may be selected to participate in Bollinger Enterprises, Inc. Vocational Evaluation Program. This is available to individuals with disabilities. A Vocational Evaluation at BEi is an individualized and interactive program designed to assess the individual's employment potential, abilities, and needs. Assessments are made in the areas of job skills; work related behaviors, characteristics, attitudes, and preferences; job seeking skills; and social, community and personal living competencies. Information is obtained through individual counseling; hands on work experience in real jobs; and standardized work evaluation tests. Job sampling is an important part of every evaluation. Students may have the opportunity to work a few hours at local companies or businesses, trying out jobs in a vocation in which he/she is interested in working or that match his/her strengths and job-related preferences. At the end of the evaluation, the Vocational Evaluator meets with the individual and representatives from relevant agencies to present the results of the evaluation and make recommendations on actions to be taken to meet vocational goals. Individuals interested in this program can be referred by a Special Education Supervisor with the Warren County School District or a Vocational Counselor at the Pennsylvania Office of Vocational

Rehabilitation. This program has transitioned to a bigger group of students. Community support has increased due to CBI trainings with more companies willing to give student tours.

The middle level program continues to increase the development of community based learning and inclusive classroom opportunities.

This year at the elementary center the Life Skills program has expanded to include a Transitional Life Skills/ Learning Support program. This program was designed to increase academic and social skills, without the intensity of a regular education setting, but also as a transitional step in preparation for inclusion in the regular education classroom.

In all LSS classrooms there has been an increase in the use of technology which includes Smartboard interactive lessons to promote student engagement, as well as several Ipad and PC applications designed to increase independent practice and mastery.

All of our LSS students 4th grade and up have the opportunity to participate in a swim program the district provides in cooperation with the local YMCA. The YMCA also hosts a Rainbow Swim program for the community and many of the district's special needs student attend on Friday nights when the program is in session. Since many of our special needs students utilize the Y special funding has been earmarked for a special needs locker room which will accommodate families.

Paraprofessionals

All of the Paraprofessionals within the Warren County School District are considered highly qualified by PDE. The Paraprofessionals and Personal Care Assistants (PCA) receive their Highly Qualified status throughout each school year by earning twenty hours of professional development. The Paraprofessionals have on-going instruction in various areas including the PaTTAN PDE Competencies along with Non Violent Crisis Intervention. Instructional strategies have been provided to the paraprofessionals in the areas of reading, math, behavior management, and autism. The paraprofessionals have been trained in how to collect data for behavior concerns and understand their role as part of the team to assist with the education of students receiving special education supports/services. The Personal Care Assistants (PCA) also earn twenty hours each school year (the 20 hours of training which is required by the school-based ACCESS program). Additionally the PCAs have earned certification in First Aid, CPR, and other areas.

Parent Involvement

We recognize that the parents play an integral role and are encouraged to be actively involved in their child's education at school. Our District and special education department certainly have recognized that parent engagement is as much a research-based practice that has a positive effect on student achievement as it is a requirement for public schools. Each of our schools begin the year with Parent Night where parents are provided the opportunity to learn about the school routine and course offerings for their children. In November, parents have the ability to sign up or teachers will contact them about Parent/Teacher Conference Day. Parents are given usernames and password to log into Home Access Center. This software provides 24 hour access to attendance, report cards, progress reports, discipline, schedules, and published classwork. Warren County School District has also invested in a call blast system to notify parents of emergencies, events, meetings, etc. Teachers

also maintain classroom webpages or blogs to keep parents informed of daily happenings in the classroom. Each school has a school improvement team which includes parental input. The elementary schools all have active Parent Teacher Organizations, and parents are encouraged to become school volunteers. Every year the special education department offers a Dine and Discuss evening for parents and families on various topics. Over the years we have hosted presentations on such topics as Autism, Intervention strategies for parents, and most recently Post-secondary Transition Services. The Dine and Discuss events include dinner and guest speakers along with the opportunity for parents to interact and network with local special education staff. This event also provides an avenue for distribution of PAttan resource materials and district information.

Professional Development

Two highlights of our professional development are the district's recent involvement and trainings for RTii and SWPBS. These programs will continue to grow and expand throughout the district over the next few years.

Listed below are the trainings that have been offered in the district during the 2013-2014 school year and the first semester of the 2014-2015 school year:

- Activities to incorporate into your school day related to Occupational Therapy
- Anxiety Disorders in Children and Adolescents
- ASD's: Ten Things You Can Do Before Day One
- Autism Spectrum Meets Common Core...Somewhere Over the Rainbow
- Behavior Basics Series: Increasing Positive Behavior Supports
- Behavior Management
- Best Practices in Reading
- Best Practices in Special Education
- BHRS: What the Heck is it?
- Child Abuse Training and Mandated Reporting
- Classroom Strategies for Students on the Autistic Spectrum
- Close Reading Aligned to Common Core
- Common Assessments
- Comprehensive Guidance Plan
- Corrective Reading
- Curriculum Connector

- Curriculum Mapping
- Diabetes 101
- Emergency Preparedness for School Safety
- Executive Functioning
- FBA and BIP Writing
- First Grade Standards Based Report Cards
- Gaggle Training
- Gifted Individualized Education Process
- Gradpoint
- Handle With Care Initial Training
- Identifying and Supporting our Homeless Students/McKinney Vento Act
- IEP Development Standards Based
- IEP Plus Training
- ISPT Meetings and How to Come Prepared
- Keynote Speaker Barbara Boroson
- Keynote Speaker Heidi Hayes Jacobs
- Keynote Speaker Donald Smith
- Keynote Speaker Jeanne Tribuzzi
- Keynote Speaker Craig Dietz
- Kindergarten Standards Based Report Cards
- Learning A - Z
- Linguisystems
- Math Curriculum Training
- Math Text Review
- National Archery
- Neuropsychology of Emotional Disturbance
- NOCTI Scores Data Analysis
- Non-violent Crisis Intervention (CPI)

- Pentamation Software Review
- Poverty Workshop
- Read 180
- Reading A - Z
- RTii
- SAS Modules
- School Law
- School Wide Positive Behavior Support
- Second Grade Standards Based Report Cards
- SLO Development
- Smartboard 101
- Smartboard Notebook Basics
- Smartbook Notebook Level 2
- Study Island
- Stuttering
- Teacher Effectiveness and School Profile
- Teachscape
- Text Dependent Analysis
- Truancy: Where It Begins and Ends
- Use of iPads and iPad Apps
- Using SAS
- Websites for Elementary Teachers
- Websites for Secondary Teachers
- Why Try
- Youth Mental Health First Aid

Transition

The Warren County School District Special Education Department has worked closely with the Warren County Transition Council for Exceptional Children for many years to assist individuals with gaining knowledge about supports and services available to them as they transition from high school into the work or post-secondary education. The district has focused upon youth leadership for students identified with special needs. Individuals have participated in the Pennsylvania Transition Conference held at Penn State. This year, seven individuals participated in a joint venture with Jamestown Community College (JCC) and the Office of Vocational Rehabilitation (OVR) called Project PAS. Project PAS provided an opportunity for these individuals to take a college course worth one credit. The Special Education Department has been working on transition planning to begin as early as kindergarten for students identified with special needs. The IEP team will work closely with the families to begin looking at skills, services, and supports necessary for the individual student to start working on to assist with their transition planning after high school. The transition section of the student's annual IEP's will continue to be a focus area for the district to ensure that the supports and services are planned for each student. The IEP team provides a review of the transition portion of the last IEP in which each student participates prior to graduation along with a Summary Of Performance and Exit NOREP.

Afterschool/Summer Program

Warren County School District continues to offer the 21st Century Community Learning Centers After-School/Summer program. This opportunity is a grant funded program which started for students in grades 3-5 and the new cohort has added grade 2. The program runs 6 weeks in the summer as well as 4 days per week during the school year. This program provides children with a specific amount of time in physical activity, tutoring/homework assistance and enrichment activities. Additionally the new cohort program focuses on STEM activities, character education, and service learning. The newest Cohort (Cohort 7) started in October 2014 and will run through September of 2017.

Assurances

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Beacon Light - Residential Treatment Facility	Nonresident	Warren County School District	9
Warren County Prison	Incarcerated	Warren County School District	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Beacon Light Behavioral Health Services	Other	Emotional Support, Learning Support, Life Skills Support, Autistic Support: Residential Treatment, Adjudicated Youth	4
Keystone Adolescent Center	Other	Emotional Support, Learning Support: Cyber-Charter School	2
Hermitage House	Other	Emotional Support, Learning Support: Private Non-licensed Entity	1
Glade Run Lutheran Services	Other	Emotional and Learning Support; Other Private, Non-Licensed Entity	1
Ridgeway Area Middle High School	Neighboring School Districts	Emotional Support	1
Abraxas	Other	Emotional Support; Other Private, Non Licensed Entity	1
Harborcreek Youth Services	Other	Emotional Support; Other Private non-licensed entity	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS*Type: Class**Implementation Date: September 4, 2013**Average square feet in regular classrooms: 844 sq. ft.**Square footage of this classroom: 828 sq. ft. (36 feet long x 23 feet wide)**Reason for the proposed change: Prorating of FTE.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 8	6	0.5
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	10	0.5

Program Position #2*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: January 29, 2015**Average square feet in regular classrooms: 777 sq. ft.**Square footage of this classroom: 896 sq. ft. (32 feet long x 28 feet wide)**Reason for the proposed change: Closure of Allegheny Valley Elementary School**Present Class Location: Allegheny Valley Elementary room 200**Proposed Class Location: 101**Length of time class has been in present location: 8 years***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheffield Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 11	10	0.2
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range.							
Sheffield Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 11	4	0.3
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range.							
Youngsville High School	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	14 to 18	10	0.5

		operated					
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Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	1	0.02
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 16	8	0.6
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 16	3	0.38

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	20	0.75
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	3	0.25

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	10	0.3
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	10	0.3
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	4	0.2
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.2

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	0.6
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	2	0.15
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.25

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class

Implementation Date: September 4, 2014

Reason for the proposed change: Pro-rate FTE

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	3	0.15
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 19	6	0.5
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	5	0.1
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	15 to 19	2	0.15
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 19	5	0.1

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2014

Reason for the proposed change: Pro-rate FTE

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	15	0.5
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 18	5	0.2

Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	16 to 18	1	0.1
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	2	0.2

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	12	0.8
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	4	0.2

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2013*Average square feet in regular classrooms:* 658 sq. ft.*Square footage of this classroom:* 651 sq. ft. (31 feet long x 21 feet wide)*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 19	2	0.25
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	8	0.4
Warren Area High	A Senior	A building in	Supplemental	Learning	15 to	2	0.25

School	High School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	19		
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	3	0.1

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Average square feet in regular classrooms:* 792 sq. ft.*Square footage of this classroom:* 378 sq. ft. (27 feet long x 14 feet wide)*Reason for the proposed change:* Closure of Sugar Grove Elementary and Russell Elementary and the opening of the new facility Eisenhower Elementary School.*Present Class Location:* Sugar Grove Elementary 106*Proposed Class Location:* Eisenhower Elementary K101*Length of time class has been in present location:* 5 years*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**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eisenhower Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	12	0.75
Eisenhower Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 9	1	0.25

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eisenhower Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	16 to 19	15	0.34

Sheffield Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 12	3	0.3
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range.							
Sheffield Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 12	15	0.3
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range.							

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2013*Average square feet in regular classrooms:* 890 sq. ft.*Square footage of this classroom:* 868 sq. ft. (31 feet long x 28 feet wide)*Reason for the proposed change:* Pro-rate FTE*Justification:* Compliance for proximity to home was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* One student will travel over one hour**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elem/Middle School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	2	0.25
Youngsville Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	6	0.75

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheffield Area	A	A building	Itinerant	Learning	14 to	15	0.5

Middle/High School	Junior/Senior High School Building	in which General Education programs are operated		Support	18		
Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	3	0.25
Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate the FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	0.35
Sheffield Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	3	0.25
Sheffield Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	5	0.1
Sheffield Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	2	0.1
Sheffield Middle High School	A Junior/Senior	A building in which	Supplemental (Less Than	Learning Support	14 to 18	3	0.2

	High School Building	General Education programs are operated	80% but More Than 20%)				
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Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	10	0.2
Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	8	0.2
Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 14	2	0.15
Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.3
Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	2	0.15

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-Rate FTE

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	10	0.2
Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	8	0.5
Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 15	5	0.1
Sheffield Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 15	2	0.2

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	15	0.6
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 8	4	0.4

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014

Reason for the proposed change: Pro-rate FTE

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	10	0.3
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 10	4	0.35
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 10	10	0.35

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2014

Reason for the proposed change: Pro-rate FTE

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	15	0.75
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 10	12	0.25

Program Position #23

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2014

Reason for the proposed change: Pro-rate FTE

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	15	0.5

Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	10 to 11	6	0.5
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Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	12	0.3
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant*	Autistic Support	11 to 12	4	0.35
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.35

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* September 4, 2014*Average square feet in regular classrooms:* 777 sq. ft.*Square footage of this classroom:* 792 sq. ft. (36 feet long x 22 feet wide)*Reason for the proposed change:* Pro-rate FTE

Class moved to a new room since completion of building renovation.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	11 to 14	9	0.8
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	4	0.2

		operated					
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Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	7 to 9	8	0.7
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 9	6	0.3

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	4	0.08
Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant level LS/AS/and ES students.							
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 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 level LS/AS/and ES students.							
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	5	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 level LS/AS/and ES students.

Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 11	1	0.05
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Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant level LS/AS/and ES students.

Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 11	6	0.42
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Justification: Age range variances reflect teacher caseload not instructional groupings. Instructional groups do not exceed age range. This position addresses the needs of itinerant level LS/AS/and ES students.

Program Position #28

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2014

Average square feet in regular classrooms: 890 sq. ft.

Square footage of this classroom: 775 sq. ft. (31 feet long x 25 feet wide)

Reason for the proposed change: Pro-rate FTE

Justification: Compliance for proximity to home was marked as inappropriate.

Explain any unchecked boxes for facilities questions: One student traveling more than one hour.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 13	5	0.34
Youngsville Elementary Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 13	15	0.33
Youngsville Elementary Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	10 to 13	4	0.33

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 3, 2014

Average square feet in regular classrooms: 837 sq. ft.

Square footage of this classroom: 837 sq. ft. (31 feet long x 27 feet wide)

Reason for the proposed change: relocation of the classroom to be in line with the middle level classrooms

Pro-rate FTE

Present Class Location: 402B

Proposed Class Location: 604

Length of time class has been in present location: 7 yrs

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	25	0.9
Youngsville Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	13 to 14	1	0.1

Program Position #30

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: September 3, 2014

Average square feet in regular classrooms: 837 sq. ft.

Square footage of this classroom: 924 sq. ft. (33 feet long x 28 feet wide)

Reason for the proposed change: Moving this program in-line with student grade levels 3/4/5 in that area of the building

Present Class Location: 402B

Proposed Class Location: 204

Length of time class has been in present location: 3 yrs

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	30	1

Program Position #31

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: December 12, 2014

Reason for the proposed change: Increase in caseload

Pro-rate FTE

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	30	1

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 3, 2014*Average square feet in regular classrooms:* 890 sq. ft.*Square footage of this classroom:* 868 sq. ft. (31 feet long x 28 feet wide)*Reason for the proposed change:* Moved this class to be in-line with the middle level grades in that area of the building. This also breaks up with previous location which had 4 special education programs in one hallway.

Pro-rate FTE

Present Class Location: 205*Proposed Class Location:* 307*Length of time class has been in present location:* 1 yr**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 13	6	0.5
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 13	4	0.5

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaty-Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	15	0.3

Beaty-Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 14	5	0.4
Beaty-Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	5	0.3

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 20	9	0.6
Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.							
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 20	8	0.4
Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.							

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Average square feet in regular classrooms:* 777 sq. ft.*Square footage of this classroom:* 364 sq. ft. (26 feet long x 14 feet wide)*Reason for the proposed change:* Closure of Russell Elementary School and opening of the new Eisenhower Elementary School Building.*Present Class Location:* Russell Elementary Room 106*Proposed Class Location:* Eisenhower Elementary room L102*Length of time class has been in present location:* 5 years*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* The classroom is a resource room design with a maximum of 6 students at one time. This should be within the regulation of 28 sq ft per student.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Eisenhower Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	15	0.65
Eisenhower Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 11	1	0.35

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Caseload update to view maximum not actual.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eisenhower Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 17	30	1
Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.							

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2014*Average square feet in regular classrooms:* 890 sq. ft.*Square footage of this classroom:* 924 sq. ft. (33 feet long x 28 feet wide)*Reason for the proposed change:* Pro-rate FTE*Justification:* Compliance for proximity to home was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* one student travels more than one hour**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	5 to 11	5	0.25
Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.							
Youngsville Elementary/Middle	An Elementary	A building in which	Itinerant	Emotional Support	5 to 11	10	0.25

	School Building	General Education programs are operated					
Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.							
Youngsville Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 11	5	0.5
Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.							

Program Position #38*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 3, 2014*Average square feet in regular classrooms:* 890 sq. ft.*Square footage of this classroom:* 837 sq. ft. (31 feet long x 27 feet wide)*Reason for the proposed change:* Relocating this classroom to the middle level wing of the building for grades 4/5/6. This will provide more opportunity for inclusion activities.*Pro-rate FTE**Present Class Location:* 201*Proposed Class Location:* 607*Length of time class has been in present location:* 1 yr**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 14	4	0.33
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	6	0.33
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	10	0.34

Program Position #39

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 3, 2014

Average square feet in regular classrooms: 890 sq. ft.

Square footage of this classroom: 837 sq. ft. (31 feet long x 27 feet wide)

Reason for the proposed change: Moving this classroom to the first floor in the primary wing of the building with grades 2/3/4. This will provide more opportunity for inclusion activities. The previous location on the second floor was not working, in that the students tend to make a lot of floor noise which was distracting to the students in the classroom below them.

Pro-rate FTE

Present Class Location: 607

Proposed Class Location: 505

Length of time class has been in present location: 1 yr

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	5	0.65
Youngsville Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 11	4	0.35

Program Position #40

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2014

Reason for the proposed change: Pro-rate FTE

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	12	0.25
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	10	0.25
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are	Itinerant	Autistic Support	12 to 14	6	0.5

		operated					
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Program Position #41*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 3, 2014**Average square feet in regular classrooms: 700 sq. ft.**Square footage of this classroom: 567 sq. ft. (27 feet long x 21 feet wide)**Reason for the proposed change: Construction and renovations are completed at the middle school and this is the new location for this program.**Pro-rate FTE**Present Class Location: E106**Proposed Class Location: D204**Length of time class has been in present location: 1 yr***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	15	0.4
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 14	4	0.35
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	2	0.25

Program Position #42*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 3, 2014**Average square feet in regular classrooms: 700 sq. ft.**Square footage of this classroom: 420 sq. ft. (21 feet long x 20 feet wide)**Reason for the proposed change: Construction and renovations are completed at the middle school. This is the new location for this classroom.**Pro-rate FTE**Present Class Location: D203**Proposed Class Location: H201**Length of time class has been in present location: 1 yr***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	16	0.32
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 13	8	0.33
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 13	4	0.35

Program Position #43*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2013*Average square feet in regular classrooms:* 658 sq. ft.*Square footage of this classroom:* 200 sq. ft. (10 feet long x 20 feet wide)*Reason for the proposed change:* Pro-rate FTE*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* The teacher provides inclusion in the regular education classroom setting. The classroom area is utilized for office time or individual instruction with no more than 4 students.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	20	0.7
Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.3

Program Position #44*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaty Warren	A Middle School	A building in which General	Full-Time Special	Life Skills	12 to	7	0.6

Middle School	Building	Education programs are operated	Education Class	Support	15		
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	8	0.4

Program Position #45*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	20	0.5
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	3	0.25
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25

Program Position #46*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* September 4, 2013*Average square feet in regular classrooms:* 665 sq. ft.*Square footage of this classroom:* 816 sq. ft. (34 feet long x 24 feet wide)*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	5	0.25
Youngsville High School	A Senior High School Building	A building in which General Education	Itinerant	Emotional Support	14 to 18	7	0.15

		programs are operated					
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	3	0.25
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	2	0.25
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.1

Program Position #47*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 19	10	0.5
Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range.							
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 19	5	0.15
Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range							
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 19	2	0.2
Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range							
Youngsville High School	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	14 to 19	5	0.15

		operated					
Justification: Age range variances reflect teacher caseload not instructional grouping. Instructional groups do not exceed age range							

Program Position #48*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	20	0.48
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	5	0.42
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	14 to 18	1	0.1

Program Position #49*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Pro-rate FTE**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	25	0.75
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 13	3	0.25

Program Position #50*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 3, 2014*Average square feet in regular classrooms:* 837 sq. ft.

Square footage of this classroom: 840 sq. ft. (21 feet long x 40 feet wide)

Reason for the proposed change: Program consolidation led to an open room for grade 7 emotional support. This classroom location is the site of the ES program taught by another instructor last school year.

Pro-rate FTE

Present Class Location: 301

Proposed Class Location: 201

Length of time class has been in present location: .5 yr

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 13	15	0.5
Youngsville Elementary Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 13	10	0.5

Program Position #51

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 3, 2014

Average square feet in regular classrooms: 837 sq. ft.

Square footage of this classroom: 840 sq. ft. (21 feet long x 40 feet wide)

Justification: Compliance for classroom design (for instruction) was marked as inappropriate.

Explain any unchecked boxes for facilities questions: This location is housed on the stage area of the gymnasium/auditorium. There are room dividers to subdue outside noise. It was designed as an auxillary classroom area and was used by regular education last school year. It is set up for instruction however is different from the traditional classroom.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	10 to 14	10	1

Program Position #52

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2014

Average square feet in regular classrooms: 729 sq. ft.

Square footage of this classroom: 729 sq. ft. (27 feet long x 27 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eisenhower Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	25	0.8
Eisenhower Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	2	0.2

Program Position #53

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2014 *

Average square feet in regular classrooms: 786 sq. ft.

Square footage of this classroom: 432 sq. ft. (24 feet long x 18 feet wide)

Justification: Compliance for classroom size was marked as inappropriate.

Explain any unchecked boxes for facilities questions: This room is for individual and small group instruction. The maximum instructional group is 6.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Age range variance reflects teacher caseload not instructional grouping. Instructional groups do not exceed age range.							

Program Position #54

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2014

Average square feet in regular classrooms: 777 sq. ft.

Square footage of this classroom: 150 sq. ft. (10 feet long x 15 feet wide)

Justification: Compliance for classroom size was marked as inappropriate.

Explain any unchecked boxes for facilities questions: This speech room is used for individual and small group instruction. The maximum group size is 5 students.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	52	0.8
Justification: Age range variance reflects teacher caseload not instructional grouping. Instructional groups do not exceed age range.							
Eisenhower Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 17	13	0.2

Program Position #55*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Average square feet in regular classrooms:* 764 sq. ft.*Square footage of this classroom:* 288 sq. ft. (18 feet long x 16 feet wide)*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This room is used for individual and small group instruction. The maximum group size is 3.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Youngsville Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 14	52	0.8
Justification: Age range variance reflects teacher caseload not instructional grouping. Instructional groups do not exceed age range.							
Youngsville High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 17	13	0.2

Program Position #56*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Average square feet in regular classrooms:* 776 sq. ft.*Square footage of this classroom:* 432 sq. ft. (24 feet long x 18 feet wide)*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This room is used for individual and small group instruction. The maximum group size is 4.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Area	An	A building in	Itinerant	Speech and	5 to 12	65	1

Elementary Center	Elementary School Building	which General Education programs are operated		Language Support			
Justification: Age range variance reflects teacher caseload not instructional grouping. Instructional groups do not exceed age range.							

Program Position #57*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Average square feet in regular classrooms:* 786 sq. ft.*Square footage of this classroom:* 260 sq. ft. (13 feet long x 20 feet wide)*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This room is used for individual and small group instruction. The maximum group size is 7.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sheffield Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	52	0.8
Justification: Age range variance reflects teacher caseload not instructional grouping. Instructional groups do not exceed age range.							
Youngsville Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	13	0.2
Justification: Age range variance reflects teacher caseload not instructional grouping. Instructional groups do not exceed age range.							

Program Position #58*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Average square feet in regular classrooms:* 768 sq. ft.*Square footage of this classroom:* 320 sq. ft. (16 feet long x 20 feet wide)*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This room is used for individual and small group instruction. The maximum group is 3.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaty Warren Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 15	52	0.8

Warren Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 18	13	0.2
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Program Position #59*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2014*Average square feet in regular classrooms:* 764 sq. ft.*Square footage of this classroom:* 392 sq. ft. (28 feet long x 14 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eisenhower Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	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.

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 Psychogist	Warren County School District	1
Para Professional	BWMS	1
Para Professional	BWMS	1
Para Professional	BWMS	1
Para Professional	BWMS	1
Para Professional	BWMS	1
Para Professional	BWMS	1
Para Professional	WAEC	1
Para Professional	WAEC	1
Para Professional	WAEC	1
Para Professional	WAEC	1

Para Professional	WAEC	1
Para Professional	WAEC	1
Para Professional	WAEC	1
Para Professional	WAEC	1
Para Professional	WAEC	1
Para Professional	WAHS	1
Para Professional	WAHS	1
Para Professional	WAHS	1
Para Professional	WAHS	1
Para Professional	WAHS	1
Para Professional	WAHS	1
Para Professional	WAHS	1
Para Professional	WCCC	1
Para Professional	WCCC	1
Para Professional	WCCC	1
Para Professional	AV	1
Para Professional	AV	1
Para Professional	SAMHS *	1
Para Professional	SAMHS	1
Para Professional	SAMHS	1
Para Professional	EMHS	1
Para Professional	EMHS	1
Para Professional	EES	1
Para Professional	EES	1
Para Professional	EES	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YHS	1
Para Professional	YHS	1
Para Professional	YHS	1
Para Professional	YHS	1
Para Professional	YHS	1
Para Professional	WAHS	1
Para Professional Medical Assistant (MA)	Warren County School District	1
School Psychologist	Warren County School District	1
Para Professional Medical Assistant (MA)	Warren County School District	1
Para Professional Medical Assistant (MA)	Warren County School District	1
Para Professional	BWMS	1

Para Professional	WAEC	1
Para Professional	WAHS	1
Para Professional	WCCC	1
Para Professional	WCCC	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YEMS	1
Para Professional	YHS	1
Para Professional	YHS	1
Para Professional Medical Assistant (MA)	Warren County School District	1
Para Professional Medical Assistant (MA)	Warren County School District	1
Para Professional Medical Assistant (MA)	Warren County School District	1
Para Professional Medical Assistant (MA)	Warren County School District	1
Special Education Supervisor	Warren County School District	1
Special Education Supervisor	Warren County School District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Bollinger Enterprises Incorporated	Outside Contractor	5 Days
Barber National Institute	Outside Contractor	10 Hours
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

District Level Plan

Special Education Personnel Development

Autism

Description	Warren County School District Autistic Support teachers will implement strategies and knowledge gained from the National Autism Conference within the Autistic Support program.
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	6.0
# of Sessions	3
# of Participants Per Session	5
Provider	Pennsylvania State University
Provider Type	College or University
PDE Approved	Yes
Knowledge Gain	This conference 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>National Autism Conference 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.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals
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. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

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.
Person Responsible	Director of Pupil Services
Start Date	5/1/2014
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	5
# of Participants Per Session	13
Provider	IU5
Provider Type	IU

PDE Approved	Yes
Knowledge Gain	The school teams will be empowered to develop a proactive approach to discipline that promotes appropriate student behavior and increased learning.
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.
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 educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p>

	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 Joint planning period activities ongoing monitoring and editing of student behavior
Evaluation Methods	Participant survey Data compiled and analyzed through SWIS

Paraprofessional

Description	Certificated and Paraprofessional staff will be trained in methods of assisting someone who may be in the early stages of developing mental 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 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	Menatl Health First Aid Quiz

Reading NCLB #1

Description	A comprehensive, multi-tiered intervention standards-aligned strategy to enable early identification and intervention for students at academic or behavioral risk.
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	6.0
# of Sessions	7

# of Participants Per Session	28
Provider	Intermediate Unit #5
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Through RTii training, participants will gain a deep foundational knowledge necessary to build a tiered level of instruction and intervention for language arts instruction.
Research & Best Practices Base	Through RTii, all students receive high quality research-based instruction in the general education standards aligned system. All students are screened to determine academic and behavior status against grade level benchmarks.
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>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Other educational specialists</p>

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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 Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Transition

Description	Appropriate Indicator 14 regulations are shown throughout the IEP.
Person Responsible	Director of Pupil Services
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education

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 leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers
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
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Special Education Affirmations

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

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

Affirmed by Donna Zariczny on 1/28/2015

Board President

Affirmed by William Clark on 1/14/2015

Superintendent/Chief Executive Officer