Pine-Richland SD

Special Education Plan Report

07/01/2015 - 06/30/2018

District Profile

Demographics

702 Warrendale Rd
Gibsonia, PA 15044
(724)625-7773
Superintendent: Brian Miller
Director of Special Education: Noel Hustwit

Planning Committee

Name	Role
Noel Hustwit	Special Education Director/Specialist: Special Education
Maura Paczan	Ed Specialist - School Psychologist : Special Education
Laura Davis	Administrator : Pupil Services: Special Education
Timothy Mahoney	High School Teacher - Special Education: Special Education
Mindy Bramer	High School Teacher - Special Education: Special Education
Judi Krysa	Parent: Special Education
Katherine Thomas	High School Teacher – Science: Special Education

Core Foundations

Special Education

Special Education Students
Total students identified: 628

Identification Method

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

The Pine-Richland School District uses the following responsive intervention procedures, as required by law, for locating, identifying and evaluating specialized needs of school-age students who may require special programs or services. In addition to providing annual public notice to identify, locate and evaluate children with disabilities and who require special education and related services, the District recognizes all other federal regulations and uses a discrepancy model for the purpose of identifying students with Specific Learning Disabilities. Recently, the District has implemented a more comprehensive Response to Intervention Model. This entails a tiered approach to intervention beginning with differentiated instruction within the general education classroom and moving to intensive, research based interventions in addition to general core instruction. Students' progress is reviewed on an ongoing basis by building level teams. There are monthly intervention meetings at the primary, intermediate, middle and high school level to discuss students who are struggling and to recommend differentiation, interventions, and accommodations along the continuum of services. The District recognizes that the Response to Intervention process cannot be used in lieu of or to delay the multidisciplinary evaluation process. If at any time a parent or building level team requests a multidisciplinary evaluation, a consent for evaluation form is issued to the parent. Once parental consent for evaluation is received by the District, data is gathered from a number of building level sources. This may include further routine screenings of children's learning, speech and language, visual acuity, and hearing. Furthermore, a child's gross and fine motor skills, academic skills, and social emotional skills are assessed and information is evaluated by a certified school psychologist. In addition, the psychologist will conduct ability and achievement testing and determine the existence of a discrepancy. If a discrepancy exists, the team then determines a need for specially designed instruction and supports and services. If both a discrepancy and a need for services are determined, individualized education plan development begins.

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

Pine-Richland recognizes a significant discrepancy between our percentage of students identified as having autism spectrum disorder and the state's average. To address this issue we are offering specialized programming at each developmental level (primary, intermediate, middle, and high school). At each of these levels, we have assigned at least one certified special education teacher to specifically provide autism support services. We have also assigned significant numbers of paraprofessionals and personal care assistants to enable students with autism to access the general education curriculum. Teachers and paraprofessionals of autism support are offered on going training and professional development. Outside agencies such as the Watson Institute are utilized on a consultative basis. Every student with autism in the district has access to a sensory intervention room. Structured sensory breaks and supports are included in individualized education plans as needed. Students with autism spectrum disorder are offered a full continuum of services within the Pine-Richland School District.

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?

Currently, the district does not have any non-resident students; however, upon notification that a non-resident student would be attending one of the schools within the district, the appropriate actions would be taken to assure the student received the appropriate special education services within the least restrictive environment. The district would seek assistance from the Allegheny Intermediate Unit, if necessary, in order to ensure a smooth transition was made and a free appropriate public education (FAPE) was afforded to the child with a disability. The district would work collaboratively with any agencies involved as well.

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).

Upon notification that a Pine-Richland School District student has been incarcerated and may be eligible for special education, the District will contract with appropriate personnel to ensure that the student is being provided a free, appropriate, public education (FAPE). The Pine-Richland School District will contract appropriate services either through the Allegheny Intermediate Unit or the host school district that provides the educational services to the students that have been incarcerated. A meeting will be set up with all appropriate IEP team members and appropriate parties to determine what services will be delivered, when those services will be provided and who will be providing the services. The Pine-Richland School District recognizes that it is its responsibility to ensure that a FAPE is being provided for the students who reside in its demographic area, even if the facility in which they are incarcerated is not.

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.

Ensuring Maximum Integration

The Pine-Richland School District supports the philosophy that all students with special needs receive services within the regular education setting in their home school as the initial placement considered. The IEP team will only consider educating a student in a more restrictive environment if the IEP team decides that the child's needs cannot be met in the general education setting after documenting the exhaustion of the use of appropriate supplementary aids and services. Neighborhood school placement will be deemed inappropriate only after the IEP team considers the continuum of services from least to most restrictive, with modifications, adaptations and services provided within. When discussing the continuum of services, the team will make the determination as to where the child's needs would best and most appropriately be met with the general education environment taking precedence. Should a PRSD student be educated in a school/facility other than one of the district's schools, the student will still have access to extracurricular activities and school functions with appropriate assistance as needed.

In addition, the Pine-Richland School District will also continue to contract with the Allegheny Intermediate Unit to provide services for students requiring a full continuum of special education and related services including physical therapy, occupational therapy, speech and language support, hearing support and vision support.

Teachers and contracted related services support staff in the Pine-Richland School District will continue to promote the concept of Least Restrictive Environment (LRE) by applying one of three practices: in-class support, co-teaching partnerships, and teacher consultation.

In-class support consists of someone from the special education staff (teacher, para-educator, speech and language pathologist, etc.) pushing into the class and providing special education services to the students within the class.

Co-teaching at Pine-Richland consists of both a regular education teacher and a special education teacher in the classroom providing services to all students. Co-teaching is provided through a variety of different models including team teaching, station teaching, parallel teaching, alternative teaching and one teach-one assist. The Pine-Richland School District collaborates with the Allegheny Intermediate Unit to provide training, observations and feedback to our teachers who are implementing the co-teaching model. This model has been extremely effective and the partnership between the District and the AIU will continue throughout the years with the belief that more students will have access to co-teaching classrooms.

Teacher consultation is also utilized on a daily basis. Preferably, consultation between teachers occurs during common planning time when special education teachers can consult with regular education teachers who work with particular students. However, if common planning time is not available, teachers will meet before school, after school or during the school day to consult and collaborate. Forms to facilitate electronic consultation may also be utilized.

The district continues to meet its SPP targets and percentages within Indicator 5 - Educational Environments. The percentage of district students with IEPs being served inside the regular class for

80% or more of their day stands at 76%. The state average is 62.4%. The state target as of the December 1, 2012 child count is 65% or greater. The percentage of district students with IEPs being served inside the regular class for less than 40% of the school day stands at 4.1%. The state average is 8.9%. The state target as of the December 1, 2012 child count is 8% or less. The percentage of district students being served in other settings stands at 4.1%. The state average is 4.8%. The state target as of the December 1st, 2012 child count is 3.3% or less. While Pine-Richland exceeded the threshold for district students being served in other settings by 0.7%, the District continues to utilize supports and services within the continuum of services with the regular education class as the primary setting. Students' progress in other settings is continually monitored and the option of returning to the district is discussed at every IEP meeting. Gradual reintegration plans are put into place for those students' whose progress dictates a need for a less restrictive setting. Three reintegration plans are currently being developed.

Within the Pine-Richland Schools, there exist a number of student interest groups such as Best Buddies, Peer Buddies and Circle of Friends. These groups allow for integration of students with special needs into mainstream academic classes, electives/specials, lunches, extra-curricular activities and sporting events. Often, Pine-Richland has more neuro-typical students wanting to spend time with our special needs population than students needing these natural resources. However, our District has found that no matter who participates in these groups and no matter what capacity they participate in, they all benefit!

Additionally, the special education staff at Pine-Richland attended, and will continue to attend as necessary, various AIU, PaTTAN and PDE trainings directly related to the Gaskin Settlement, the new Chapter 14 regulations, LRE and how to calculate LRE percentages accordingly.

Supplementary Aids and Services

Service/Resource	Description
Collaborative	Collaboration between all parties vested in the educational interest of a child is crucial for the advancement and success of that child. Following are just some of the ways the members of the Pine-Richland community collaborate: Opening day in-service time devoted to sharing of IEP information (SDI, PBSP, Goals) between special and regular education teachers; School district philosophy of "Parents as Partners" parent evening workshops scheduled throughout the year; Special Education Website; Transition Page of Special Education Website; Special Education related videos will be available through the district website; Assignment book checks between home and school; Co-teaching in every building; Scheduled time for co-planning and team meetings; Professional development related to collaboration (co-teaching, differentiated instruction, adaptations and modifications); Regular meetings of IEP team members as deemed appropriate by each IEP; Training for staff and parents on how to effectively use assistive technology-AIU support; Monthly meetings with all district administrative staff; Monthly meetings with administrators of secondary education; Monthly meetings with administrators of elementary education; Meetings with special education staff; special education director attendance at monthly AIU Liaison/transition meetings; Regular communication with members of the AIU (TAC staff, AT staff, related services staff, etc.); School psychologists and director of special education collaborating with both regular and special education staff in meeting the needs of all students; Grade-level and building-Level meetings; Response to Instruction and Intervention meetings at every building; On site training/support from PaTTAN, AIU and other agency consultants; Training for para-educators in order to meet the ten competencies to become highly qualified.
Instructional	Pine-Richland goes to many extremes to ensure that the development and delivery of instruction addresses diverse learning needs. Following are just some of the ways that the development and delivery of instruction address the various needs of all learners: Researched-based curricula and interventions; Co-teaching; Differentiated instruction based on student needs; Teaching to learning style; Modifying materials and tests; Modifying and adapting curriculum; Providing individualized instruction; Providing multiple modes of instruction; Varying content of lesson; Providing alternative assignments; Visuals and verbal cues and prompts; Study guides; Assistive technology devices as deemed appropriate in the IEP; Individual and classroom sound amplification systems; Books on tape; Software to enhance learning; Use of calculator and computer; Use of tape recorder; Extra set of books for home use; Note-taker or teacher outlines; Modification

Service/Resource	Description
	of work or length of assignments; Adaptations on tests and lengthy homework or projects; Additional time to complete tests or projects; Tests given orally; Scan and read software; Word banks provided on tests; Identifying or eliminating specific types of tests (multiple choice, true/false, short answer, essay); Hands-on activities; Highlighted materials; Printed directions with picture cues; Laminated schedules for visual learners; Use of manipulatives; No penalty for spelling or handwriting; Tests taken in resource room; Small group instruction; Cooperative learning groups; Paired instruction; Extended time on assignments and tests; Intense, ongoing professional development for all faculty K-12 in the areas of co-teaching and differentiated instruction; Request the services from experts at PaTTAN, AIU and other agencies to support regular and special education teachers providing instruction to students with disabilities.
Physical	Every year Pine-Richland School District reviews and makes necessary adaptations and modifications to the physical environment for students with disabilities. The following are just some of the ways that physical adaptations and modifications address the various needs of students: All buildings are equipped with a sensory room (bean bags, swings, fidget toys, trampolines, etc.); Specialized lighting in specific classrooms and sensory rooms; Furniture arrangements to enhance instruction and learning; Various structural aids (grab bars, wheelchair accessibility, etc.); Specialized chairs, rockers and tables; Preferential seating; Individual and classroom sound amplification systems; Cushion seats; Wheelchair accessibility; Adaptive equipment; Small group instruction work tables; Promethean and White Board accessibility; Specialized slides on chairs to reduce noise.

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.

In preparation for the Compliance Monitoring for Continuous Improvement (CMCI) of 2014, Pine-Richland School District administrators reviewed the district's policy on Behavior Management Techniques (113.2). The policy includes all of the required components listed in Pa. Code 14.133 and includes sections concerning Purpose, Authority, Definitions, Guidelines and Aversive Techniques. The Behavior Management Techniques Policy, which is a comprehensive three-level sequential intervention plan, is consistently implemented throughout the District. The intention of the plan is to develop and maintain appropriate skills to enhance students' opportunities for learning.

Additionally, the Pine-Richland School District Discipline Code, which is based on School Board Policy, is in effect for all students in grades K-12. The Code is published on the District website and in the individual student planners. At the beginning of each school year, every school within the district utilizes a specific approach to teaching the students about the discipline code so everyone has a clear understanding of the consequences that will be implemented in relation to specific infractions. Students with special needs are expected to follow the PRSD Discipline Code. Minor accommodations may be made to the Code in cooperation with the building level administration and the special education personnel.

Prior to being hired by the Pine-Richland School District, all employees are required to read school board policy, become familiar with school board policy and sign a paper acknowledging that the employee has agreed to comply with all school board policies. Therefore, LEA personnel are knowledgeable regarding this policy and take responsibility for making certain all interventions utilized are in accordance with the District policy. In addition, because most of the interventions implemented with students are Level I, which are preventive in nature and involve good classroom management techniques, LEA personnel are continuously evaluated and given feedback on the utilization of such strategies. Additionally, continuous professional development focused on positive intervention and effective teaching strategies, both within the Pine-Richland School District and outside of the district are available to all staff. Specific training related to Level II and Level III strategies are conducted more on an as needed basis and are specific to the student and staff involved in implementing the procedures. LEA personnel have also received training in Functional Behavior Analysis, Applied Behavioral Analysis and Behavioral Support Plans. Finally, any staff who has contact with a child that exhibits behaviors that impede his/her learning or the learning of others and has a behavioral management plan, is trained on the specifics of the plan and the strategies needed for successful implementation. These behavior management plans are part of the IEP process, developed by the team (including parents) and monitored closely by the special education personnel.

The Pine-Richland School District utilizes several outside agencies to assist the school personnel in the development of specific behavioral interventions and to provide staff development related to behavioral support. The Allegheny Intermediate Unit, the Watson Institute, PaTTAN, and the Pennsylvania Bureau of Special Education are just a few of the agencies that the Pine-Richland School District has utilized in the past. All Special Education teachers have received group and individual training on conducting Functional Behavior Assessments and the development of Positive Behavior Support Plans through the Allegheny Intermediate Unit since 2013. LEA personnel have also received training in school-wide programs to alleviate behavior issues (e.g., bullying, violence prevention, conflict resolution, peer mediation and non-violent crisis intervention).

Following are just some of the ways that social and behavioral supports are provided to address the various needs of students: Social skills instruction; Counseling and instructional support; Psychological counseling; Best Buddies; Peer Buddies; Bucket Filling; Circle of Friends; Individual Behavior Support Plans; School-Wide Behavior Support Policy; Modifications of rules and expectations as identified in the student's IEP; Cooperative learning opportunities across all school settings; Providing short breaks during instruction; Positive classroom behavior supports; Individualized behavior contracts developed between student & teacher; Clear and specific

classroom expectations; Positive Reinforcement Systems; Assignment book checks between home and school; Notifying students in advance of changes in daily routine/schedules; Ongoing professional development for faculty and staff on positive behavioral supports and social skills for students with disabilities; Access and support from PaTTAN, AIU and other agency consultants to work with individual teachers, IEP teams, or large group trainings in the area of behavior/socialization.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Pine-Richland School District ensures that students with disabilities receive a free appropriate public education (FAPE) regardless of the nature or severity of the person's disability. Through the development of the IEP, the IEP team's initial consideration is to meet the needs of the student with disabilities as adequately as needs of a non-disabled student to the maximum extent appropriate. The IEP team will only consider educating a student in a more restrictive environment if the team decides that the child's needs cannot be met in the general education setting with accommodations, modifications and assistance. If the team determines this placement not to be appropriate, the team looks at the continuum of services from least to most restrictive and determines where the child's needs would best and most appropriately be met.

At this time, the Pine-Richland School District does not have any students who it is having difficulty locating a program to ensure the provision of FAPE. All IEP teams have been able to successfully locate or design a special educational program to ensure the provision of FAPE for each and every identified special education student. In addition to the IEP teams being able to design special education programs to ensure the provision of FAPE for all identified students, the District also resolves placement issues by collaborating with the AIU, other schools, the community and agency partners. The District staff works with a multitude of these agencies and has developed interagency collaboration for many students both within the LEA and for resident students receiving services and programs in out-of-district placements.

As of the Spring of 2009, the Pine-Richland School District has not had to utilize Regional Interagency Coordination to assist in interagency planning to mitigate and/or eliminate barriers to placement decisions. However, the Director of Special Education has developed a positive working relationship with the interagency coordinators from PaTTAN and the AIU. Additionally, through the many partnerships that the LEA shares with local agencies and providers, PRSD is confident that they will continue to utilize the team approach and continue to determine appropriate placements for all Pine-Richland students with disabilities.

The Director of Special Education for the Pine-Richland School District has attended training on the intensive interagency approach within the past year. Because of the working relationships that have been developed, questions regarding the interagency approach have been and will continue to be answered through the contact persons at PaTTAN and the AIU. Should interagency trainings become available in the future, representatives from Pine-Richland will attend.

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 Pine-Richland School District has consistently demonstrated a cultural acceptance of the principles of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), and its predecessor, the Individuals with Disabilities Education Act of 1997. The District understands, and fundamentally accepts, its obligation to provide individualized educational services within an inclusive environment to students with special needs in order to maximize their participation and learning in school and in the community.

In preparation for the opening of the 2014-15 school year, the Pine-Richland School District adopted the motto "Focused on Learning." While simple in nature, the concept from the point of view of the Pine-Richland school district contains some sophisticated concepts that demonstrate ownership of all our students. Some of the highlights of this concept consist of the following:

- Learning happens differently for different people so flexibility and variation is needed in the approach

- Learning occurs inside and outside of the classroom

- Learning is measured as both achievement and growth

The concepts that "learning happens differently for different people..." and that "learning is measured as both achievement and growth" are reflected by our newly restructured response to instruction and intervention (RtII) process. During the course of the 2013-2014 school year, through a process of strategic initiative, the district formed a committee of special and regular educators, reading specialists, and administrators. The task of this committee was to examine and research current process of RtII, current core curriculum, and current research based interventions.

In addition, we looked at comparable district programs as well. The process led to a more streamlined approach to RtII that prescribed consistent, research based interventions across all buildings. The new approach also prescribes the conduction of RtII meetings in each building as well as a decision making process for students moving through the three tiers of interventions. Interventions are available to students with and without IEPs. Interventions are provided based on need and learning styles. Most importantly, interventions are prescribed based on data. This data reflects achievement, but it also reflects growth and is used to determine completion of interventions and movement within the three tiered approach. Finally, should a student not make progress with the various interventions delivered, the team recommends that a full multidisciplinary evaluation be conducted on the student.

The Pine-Richland School District welcomes parents, who have children currently in the DART program, to the District through an annual meeting in February. This informational meeting discusses the evaluation process and services for the child in the 'school age' program. In the spring of each year, District representatives attend Preschool Transition Meetings for children leaving the DART program and entering the District. IEP team decisions are made regarding the placement of each student.

Once students are in one of the Pine-Richland School District's primary buildings (Hance, Richland or Wexford), they have access to a wide range of programs and services. All of the primary buildings have a continuum of support services offered. These services include but are not limited to co-teaching, in-class support, pull-out support, direct instruction, pre-teaching/re-teaching opportunities, behavior support, speech and language support, hearing support, vision support, occupational therapy and physical therapy. All primary schools also house a sensory room where various types of equipment including specialized lighting, swings, trampolines and fidget toys exist depending on the various needs of the students.

Should a primary student need more intense programming than what can be offered at the home school, there are other district options that are available. Richland Primary School houses an intense autistic support classroom. This program is for students who are on the autism spectrum and have significant communication, social-emotional, sensory motor and cognitive needs. This program encompasses a variety of developmental instruction models including TEACCH and ABA. Just as with all students in the District, a student who participates in the autistic support program at Richland Primary School has access to neuro-typical students both in the mainstream education environment and in other social situations.

Eden Hall Upper Elementary School houses grades 4, 5 and 6. All programs that exist at the various primary school sites are offered at Eden Hall Upper Elementary School. These programs include learning support, life skills support and autistic support. A sensory room is available to all students as well. Each grade level is broken up into teams of teachers who have common planning time. Special education teachers are integral members of these teams and are able to regularly meet with the teams to discuss student issues. In addition, Eden Hall has built-in intervention time. An additional 30-minute period is built in to the schedule that allows intervention in reading and/or math in addition to core instruction.

The Pine-Richland Middle School houses grades 7 and 8. Special education programs at PRMS replicate those at Eden Hall including learning support, life skills support, autistic support and a sensory room. Pine-Richland Middle School philosophy has always focused on teaming. Teachers are available at common planning times and special education teachers are able to communicate and collaborate regularly with others so as to meet the needs of all the learners. Co-teaching has been an intense focus at the Middle School where strong collaboration between special education teachers and regular education teachers happens regularly in both math and reading. In addition Pine-Richland Middle School is the first middle school in Western Pennsylvania to have a National Best Buddies Chapter.

Pine-Richland High School offers all of the special education programs and services available at all of the other schools in the District. Students with disabilities have access to all courses offered in the District including honors and AP courses. Students with disabilities have access to all clubs, activities, sports, etc. Students with special needs participate in graduation ceremonies with their class, even if they are still receiving services under an IEP.

The high school has a very popular Best Buddies program which regularly meets after school. The group goes on Best Buddies outings an average of one time per month. Some of these activities include tailgating and attending a Pine-Richland football game, going to a Pirate game at PNC Park, snow tubing at Wildwood Highlands and going to the Monster Truck Show at Mellon Arena. Over the last few years, this club has gained such a reputation that we have more "buddies" than we have students with disabilities.

Due to the popularity of the Best Buddies club, the District has also initiated a Peer Buddies class. Students sign up to take Peer Buddies in place of an elective course or study hall. During the school year, the student is then paired with a student with special needs during the school day. The peer buddy is required to work with the other student in whatever the need is during that time. For example, some of the students are lunch buddies. Other students go into the mainstream classes and take notes for the student or help the student in whatever capacity is needed.

The Pine-Richland School District also provides considerable transition services to all students with special needs who are age 14 and older. In the fall of 2013 the district hired a full-time guidance counselor for transition services. This is one of very few such positions in western Pennsylvania. This position is responsible for guidance and transition services for all students with IEPs aged 14 through 21.

Students who will be entering the workforce post high school participate in multiple career exploration experiences, including internships and paid employment, as well as services designed to integrate the students into the community upon the conclusion of their IEP. The concept that learning occurs inside and outside of the classroom is highlighted here. The guidance counselor for transition services partners with various businesses and service agencies and supports students at these places throughout the community. The goal of the program is to help students develop job skills, gain confidence in their jobs, and to make job contacts. Also included is authentic travel training and community based instruction.

Many of Pine-Richland's students with special needs attend college post high school. In preparation for this transition, the counselor for transition services attends IEP meetings and discusses support services the students may be entitled to in college. Throughout the students' high school career, they are also taught about their specific disability and they learn how to self advocate for themselves. The students go on several fieldtrips throughout the year in preparation for this transition. They attend the college fair in Pittsburgh and they also go to the Community College of Allegheny County (CCAC) to meet with their disabilities support coordinator. The students have also participated in Disability Mentoring Day for the past two years. Pine-Richland also hosts an annual transition fair evening in which colleges that offer disability support services and agencies that support students with disabilities attend. Students with disabilities and their parents from all over the community attend this exciting and informative evening.

All of the schools in the Pine-Richland School District provide social skills groups to students who require extra assistance in this area. The school's guidance counselors and special education teachers work with the District's psychologists on providing this training. The Pine-Richland School District is confident that social skills training for students will continue to be an area of need and will continue to grow within our schools.

The District provides highly qualified and dedicated Special Education Teachers and Para-- educators. Administrators, regular education and special education staff, learning support staff, counselors and related service providers acknowledge the central role of parents on the individualized education team (IEP), and the need for open dialogue and on-going communication between team members. Within the District, parents of students with special needs are generally well-informed and they enthusiastically advocate on behalf of their children's educational needs. The Pine-Richland School District strongly promotes 'parents as partners'.

Parents are able to attend various evening special education meetings/trainings throughout the school year. This year, the topics included Introduction to Special Education, Response to Instruction and Intervention, Measurable Annual Goals, Progress Monitoring, and Transition in the IEP. In addition, Pine-Richland offers an extensive website where people can access information. Each parent night was recorded and made available on the district website. Therapists assigned to the District through the Allegheny Intermediate Unit provide excellent related services in the areas of vision, hearing, speech and language, occupational and physical therapies. Whether through the AIU, or other providers of behavioral health services, the District is receptive to the input and expert guidance of outside consultants. Assistive technologies and technical support are utilized by students with special needs to access the curriculum and facilitate communication and social interaction. In this way, the District promotes service integration in addressing the full range of student needs, both in school and in the community.

As the Pine-Richland School District continues to transform, we are conscious of the collaboration and collective wisdom that needs to occur between the staff and school community. Likewise, change requires that sufficient opportunities are provided for faculty and staff professional development programs as students experience differentiated learning. All of the above strengths and highlights greatly enhance the special education program and function cooperatively to serve the students receiving special education services in the Pine-Richland School District.

Assurances

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Children's Institute of Pittsburgh	Approved Private Schools	Autistic Support/Multiple Disabilities Support	5
DT Watson	Approved Private Schools	Autistic Support	12
Longmore Academy	Approved Private Schools	Emotional Support	2
The School at McGuire Memorial	Approved Private Schools	Multiple Disabilities Support	1
Pressley Ridge School for Autism	Approved Private Schools	Autistic Support	1
Southwood School	Approved Private Schools	Life Skills Support	1
St. Stephen's Lutheran Academy	Approved Private Schools	Emotional Support/Autistic Support	7
W. PA School for Blind Children	Approved Private Schools	Vision Support	2
Wesley Academy	Approved Private Schools	Emotional Support	1
ACLD Tillotson	Approved Private Schools	Learning Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	21	1

Program Position #2
        Operator: School District
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland School District	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	21	1

Program Position #3
        Operator: School District
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	20	1

Program Position #4
        Operator: School District
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	22	1

Program Position #5
        Operator: School District
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 21	23	1

Program Position #6
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland School District	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 21	24	1

Program Position #7
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 21	23	1

Program Position #8
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	22	1

Program Position #9
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland 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 21	9	1
Justification: Although students outside the required age range may be in the same classroom, careful attention is used to ensure that students are grouped within the age range while working together.							

Program Position #10
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland 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 21	6	1
Justification: Although students outside of the required age range may be in the same classroom, careful attention is given to ensure that students are grouped within the age range while working together.							

Program Position #11
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland 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	15 to 19	9	1
Justification: Although the number of students on this caseload exceeds 8, instruction is shared with other special education teachers and there are never more than 8 students in the classroom at the same time.							

Program Position #12
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	15	0.75
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	5	0.25

Program Position #13
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	19	1

Program Position #14
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	12	0.75
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 15	3	0.25

Program Position #15
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	22	1

Program Position #16
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland 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	12 to 15	2	0.25
Pine-Richland 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	4	0.75

Program Position #17
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	19	1

Program Position #18
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	13	1

Program Position #19
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 12	9	1

Program Position #20
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	15	1

Program Position #21
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	16	1

Program Position #22
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	26	1

Program Position #23
     Operator: School District
     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	23	1

Program Position #24
     Operator: School District
     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	4	1

Program Position #25
     Operator: School District
     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	4	1

Program Position #26
     Operator: School District
     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	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 10	14	1

Program Position #27
　　　　Operator: School District
　　　　PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hance Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	15	1

Program Position #28
　　　　Operator: School District
　　　　PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hance Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	8	0.5

Program Position #29
　　　　Operator: School District
　　　　PROGRAM SEGMENTS

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

Program Position #30
　　　　Operator: School District
　　　　PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Richland Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	12	1

Program Position #31
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Richland Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	4	1

Program Position #32
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wexford Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	12	1

Program Position #33
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wexford Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 9	8	1

Program Position #34
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wexford Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	10	0.5

Program Position #35
        Operator: Intermediate Unit
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 18	14	1

Program Position #36
        Operator: Intermediate Unit
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	17 to 17	1	0.05
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 14	10	0.2
Hance Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 9	41	0.75

Program Position #37
        Operator: Intermediate Unit
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 14	16	0.5

Program Position #38

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 12	45	1

Program Position #39

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 12	44	1

Program Position #40

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Richland Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 9	54	1

Program Position #41

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wexford Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 9	34	1

Special Education Support Services

Support Service	Location	Teacher FTE
Director or Special Education	All Schools	1
Director of Pupil Services	All Schools	1
Lead Psychologist	All Schools	1
Psychologist	All Schools	1
Instructional Support Teacher	Richland Elementary	3
Instructional Support Teacher	Wexford Elementary	2.5
Instructional Support Teacher	Hance Elementary	1.5
Instructional Support Teacher	Eden Hall Upper Elementary	9
Intervention Specialist	Hance, Richland, Wexford, and Eden Hall Upper Elementary	1
Instructional Support Teacher	Middle School	5
Instructional Support Teacher	High School	11
Intervention Specialist	Middle and High School	1
Reading Specialist	Richland Elementary	2.4
Reading Specialist	Hance Elementary	1.6
Reading Specialist	Wexford Elementary	2
Reading Specialist	Eden Hall Upper Elementary	3
Reading Specialist	Middle School	2
School Guidance Counselor	Richland Elementary	1
School Guidance Counselor	Hance Elementary	1
School Guidance Counselor	Wexford Elementary	1
School Guidance Counselor	Eden Hall Upper Elementary	2
School Guidance Counselor	Middle School	2
School Guidance Counselor	High School	4
School Guidance Counselor for Transition Services	Middle and High School	1
Paraprofessional	All Schools	67
Social Worker	All Schools	1
English as Second Language Instructor	All Schools	2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
The AIU 3- Hearing Support Services	Intermediate Unit	40 Hours
The AIU 3 - Vision Support Services	Intermediate Unit	7.25 Hours
The AIU 3 - Physical Therapy	Intermediate Unit	23 Hours
The AIU 3 - Occupational Therapy	Intermediate Unit	100 Hours
The AIU 3 - Travel Instruction	Intermediate Unit	1 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Students with Autism will continue to be educated in the least restrictive environment using supplementary aides and services and specially designed instruction. Special Education faculty and staff will continue to receive ongoing professional development related to Autism Spectrum Disorder in both large group training and IEP team training. District members, consultants from the Allegheny Intermediate Unit and PaTTAN, along with educators from private consulting firms will continue to work one-on-one with faculty and staff as needed, along with providing small/large group professional development during professional education days. IEP teams will continue to request support from these outside agencies in order to maximize instruction for the children. Autism Spectrum Disorder training will continue to be provided to parents through the parent workshops offered as part of the district's Special Education/Pupil Services Committee. **<u>Evidence of Implementation:</u>** 1. Agendas from professional development activities 2. LRE information from PDE's Special Education Data Report 3. Assessment data (standardized, curriculum-based, progress monitoring of IEP goals) 4. Evaluation summaries from participants who attend trainings
Person Responsible	Mr. Noel Hustwit, Director of Special Education; Dr. Maura Paczan, Lead Psychologist; Dr. Laura Davis, Director of Pupil Services
Start Date	6/1/2015
End Date	5/31/2018
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	110
Provider	AIU3, School District, Individual
Provider Type	The providers will be a variety of educators from the AIU 3, School District, PaTTAN, and private consulting firms if appropriate
PDE Approved	Yes
Knowledge Gain	Administrators, faculty and staff members working with students with Autism Spectrum Disorder will have a better understanding of how to implement successful programs for the children using appropriate supplementary aids and services, along with specially designed instruction. The faculty and staff will have a better understanding of the social deficits that are sometimes a result of this disability in order to create successful social experiences for the children. The faculty and staff will be better prepared to support students with autism during participation in extra-curricular activities.
Research & Best Practices Base	Social Skills curriculum utilized to address the social skill deficits will be research based and model best practices. The district will seek assistance from consultants of AIU3 who specialize in working with children on the spectrum in order to ensure research based and best practice methods are being implemented. Resources utilized to teach the curriculum will continue to be researched based and appropriate for children with Autism Spectrum Disorder. The director of special education will work closely with the director of pupil services and curriculum review team members when deciding which materials and resources to implement.
For classroom teachers, school counselors and education specialists	- Enhances the educator's content knowledge in the area of the educator's certification or assignment. - Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. - Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. - Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles	• 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. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format	• Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Offsite Conferences
Participant Roles	• Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional • New Staff • Related Service Personnel • Parents
Grade Levels	• Elementary - Primary (pre-K - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	• Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Consistent review of LRE and academic and social successes for students with Autism educated in the regular education classroom.
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 • IEP team recommendation and input

Behavior Support

Description	The district policy on school-wide positive behavioral supports will continue to be enforced and adhered to by all district administrators, teachers, paraprofessionals and students. All K-12 administrators, teachers, and support staff will receive ongoing training on how to effectively conduct functional behavioral assessments (FBA) and develop positive behavioral support plans (PBSP). In addition, all administrators and faculty will receive training on school-wide positive behavioral supports through the response to instruction and intervention (RtII) process. Data teams will receive specific training on how to conduct FBAs and write PBSPs for students in tiers II and III. A consultant from the AIU 3 will continue to provide professional development throughout the school year to each school's faculty, separately. She/he will also provide small group training to the RtII teams at each site.
	The district's school psychologists will continue to work individually with the teams to ensure that behavior interventions and supports integrated into the already existing RtII process. Ongoing training will be provided on professional development days and during faculty extended day requirements. Monthly data team meetings will be scheduled so that the RtII teams can continue to analyze data in order to determine the appropriate tier placements for students with behavior issues. The RtII team may decide to conduct a FBA and develop a PBSP for those students placed in tier II or III for behavioral concerns. Parents will be an integral part of the process by attending meetings with the RtII team.
	Decisions regarding students with IEPs will continue to be made through the IEP team process. IEP teams will continue to use the FBA process in order to develop appropriate PBSPs that will continue to allow the student to participate in the least restrictive environment. Positive behavior support plans will be addressed through the child's IEP. IEP teams will continue to utilize appropriate behavioral support techniques and specially designed instruction in order to maximize success for the children with disabilities.
	The co-teaching and differentiated instruction supports will continue to be implemented in order to continue educating students with emotional or behavioral issues at all levels in the least restricted environment.
	Parents will receive training on FBAs, PBSPs, and school wide positive behavioral supports in order to maintain a school-home partnership that will enhance success for students struggling with behavioral issues.

The district will continue its implementation of the Olweus Bullying Prevention Program by providing ongoing professional development. The district will also continue to administrate the student survey and use the data from the surveys to identify areas of concern in order to revise the classroom lessons so that children can continue to feel safe and supported when bullying occurs.

Evidence of Implementation:

1. Maintain bullying prevention programs

2. Agendas from staff development

3. Sign-in sheets from staff development

4. Review of progress monitoring data toward behavioral goals

Person Responsible	Mr. Noel Hustwit, Director of Special Education; Dr. Maura Paczan, Lead Psychologist
Start Date	6/1/2015
End Date	5/31/2018
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	100
Provider	District personnel, AIU3 Consultants, PaTTAN Consultants, Private Consulting Firms
Provider Type	District Personnel, AIU, PaTTAN, and Private Consultants
PDE Approved	Yes
Knowledge Gain	Administrators, parents, teachers, and staff will maintain and build upon their existing solid understanding of what school-wide positive behavioral support means, along with a consistent set of rules and consequences that all students will know and understand. In addition, the stakeholders will know and understand what the purpose of a functional behavioral assessment is, and be able to successfully take part in conducting one. As a result, RtII and IEP teams will be able to develop appropriate behavioral support plans that will be implemented consistently across all classroom settings so that the child can be educated within the least restrictive environment. All stakeholders will continue to implement the Olweus Bullying

	Prevention Program. Building committees will continue to meet on an ongoing basis in order to review data to make informed decisions regarding the need to revise or adjust the current program.
Research & Best Practices Base	The district will utilize research based resources and best practices when implementing FBAs and PBSPs. The most current forms that are available through the PDE's Bureau of Special Education will continue to be utilized. Best practices identified and shared by AIU3 will be utilized when conducting FBAs and developing PBSPs. The district will continue to utilize the Olweus Bullying Prevention Program when conducting classroom lessons. In addition, the district will continue to administer the student survey that was developed through Olweus.
For classroom teachers, school counselors and education specialists	• Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	• 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. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	• LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Offsite Conferences

Participant Roles	• Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional • New Staff • Related Service Personnel • Parents
Grade Levels	• Elementary - Primary (pre-K - 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 • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring
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 • Review of participant lesson plans • Review of written reports summarizing instructional activity • IEP team review of progress

Paraprofessional

Description	The district currently employs 67 paraprofessionals. All paraprofessionals meet the highly qualified standard by possessing one of the following: 1) portfolio that documents the occurrence of the 13 competencies outlined by PDE; 2) college degree; 3) associates degree. The district seeks candidates for hire that possess an associates or college degree. If the candidate does not possess one of these two degrees, the district will arrange for the paraprofessional to obtain mastery of the 13 competencies that PDE identified in order to become highly qualified. Each year, all paraprofessionals are required to participate in CPR/First Aid training that is arranged by the district during one of the inservice days at the beginning of the year. All paraprofessionals are required to participate in professional development activities. These activities are unique to paraprofessionals and all topics pertain to their role as a paraprofessional. Administrators and special education teachers are given the opportunity to provide their input on the type of training needed for the paraprofessionals. The district uses district personnel, AIU consultants and other private consulting firms to provide on-site professional development. Evidence of Implementation: 1. Observations and evaluation summaries from building principals and/or Director of Special Education 2. Meeting with principal and/or Director of Special Education to review portfolio 3. Agendas from professional development activities 4. Certificates of completion from professional development activities 5. Possession of 2 or 4 year college degree and/or completion of 13 competencies that demonstrate highly qualified status
Person Responsible	Mr. Noel Hustwit, Director of Special Education; Dr. Maura Paczan, Lead Psychologist
Start Date	6/1/2015
End Date	5/31/2018
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	12
# of Participants Per Session	67
Provider	School District, AIU3, private consulting firms
Provider Type	District Personnel, AIU, PaTTAN, and Private Consultants
PDE Approved	Yes
Knowledge Gain	Paraprofessionals will gain a better understanding of various disabilities and strategies to assist them in accessing the general education curriculum. The variety of topics during professional development activities should afford the paraprofessionals a resource of tools to access when working with students with disabilities. They should be able to manage the clerical aspect of adaptations and modifications to assignments. They should be able to assist in data collection that will demonstrate progress toward IEP goals. They should demonstrate improved communication skills between various stake holders.
Research & Best Practices Base	All professional development and resources utilized will be research based and model best practice. The district often uses resources recommended by AIU3 consultants and frequently implements programs from which they have provided training.
For classroom teachers, school counselors and education specialists	• Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	• 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. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	• LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar
Participant Roles	• Paraprofessional
Grade Levels	• Elementary - Primary (pre-K - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	• Analysis of student work, with administrator and/or peers • 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. • Participant survey • Portfolio

Reading NCLB #1

Description	At the primary and upper elementary levels, a Response to Instruction and Intervention model has been implemented to target developing literacy needs. At the early primary level, focus is on development of letter-sound correspondence and the development of phonics. Following phonic development, students first participate in guided reading groups using Fountas and Pinnell leveled readers. Teams in each building have been assigned the task of targeting both struggling and advanced learners. Beginning with recommendations from general educators, students are referred to RtII teams who then meet and discuss concerns regarding individual student progress. Students are then assigned appropriate interventions based on assessment data. Before and during this past school year, teachers (general and special), reading specialists, and para professionals were trained to implement various reading interventions including Visualizing and Verbalizing, Fundations, Sonday, Leveled Literacy Intervention, SpellRead, Wilson, Orton-Gillingham, and Language! These interventions target struggling readers from early phonic development through stages of fluency and comprehension development. The needs of advanced readers are met first in the regular education classroom through a guided reading group, then in a period of small group enrichment reading with the school librarian, and last in a weekly pull-out gifted class.

Most of the reading interventions provided at the K-6 level are continued at the Pine-Richland Middle School. The middle school also provides a full year of reading instruction to all students in seventh grade so that they receive a daily double period of language arts instruction, English and Reading. Another full year of Reading is available for students in eighth grade; students who do not need this instruction take a full year of a foreign language instead. For students who struggle with reading in both grades 7 and 8, interventions include; The Academy of Reading, an online tutorial program to strengthen and remediate reading skills; Sonday; Wilson and Language!. Tutorial support is provided by classroom teachers one period a day, five days a week for any student who needs support.

Pine-Richland High School continues with the Language! program for students who continue to learn how to read. At each level, 9-12, at least one blocked, 90-minute period is available for students still needing the Language! program. The second half of this 90-minute block is dedicated to modified core instruction. Tutorial support is provided by English and math teachers every period of each day in an academic study hall for any student who needs support. Three sections of freshman English are co-taught with an English teacher and a special education teacher. These sections consist of two periods. This co-teaching, double period model is |

	also used for Algebra I and Geometry. At the high school, a Peer Buddies system pairs students with special education students to sit with them in class and help them with their reading. Peer Buddies receive training before being assigned to work with students.
	Evidence of Implementation:
	1. Maintain RtII teams in each building to support students that are below proficient as well as to grow students that are proficient and above 2. Maintain reading support specialists in each building K-8 3. Maintain co-teaching model at each building K-12 4. Continue to develop IEP goals that address reading deficits for students with learning disabilities in reading 5. Agendas from professional development activities 6. Assessment data 7. Evaluation Summaries from participants who attended trainings 8. Continue to analyze data in decision making process to guide student programming
Person Responsible	Mr. Noel Hustwit, Director of Special Education; Dr. Maura Paczan, Lead Psychologist; Dr. Laura Davis, Director of Pupil Services
Start Date	6/1/2015
End Date	5/31/2018
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	9
# of Participants Per Session	10
Provider	District personnel, AiU3 Consultants, PaTTAN Consultants, Private Consulting Firms
Provider Type	School Entity, IU3
PDE Approved	Yes
Knowledge Gain	Training educators in how to access and interpret SAS, PVAAS, PSSA, Keystone and AIMSweb data is a critical component of learning how to make curricular and instructional decisions. Understanding the eligible content of the Keystone and PSSA tests and creating and modifying curriculum-based assessments that are benchmarked to the PSSAs will help ensure all students reach proficiency on the

	Keystones and PSSAs. Giving educators an understanding of how to interpret and use student growth data to project future performance has allowed teacher to use predictions about performance to help guide their decisions about best instructional practices.
Research & Best Practices Base	All teachers are currently involved in a district wide curriculum review and writing process. Best practices are identified and included in unit plans. The RtII model is used to structure collaborative discussion among educators that analyzes the success of instruction as evidenced by student achievement, decides what knowledge and skills need to be strengthened, and determines the intervention needed for remediation. Best practices are discussed as classroom interventions in monthly RtII meetings with teachers, principals, counselors, and psychologists. Additionally, all interventions that are currently being implemented are research based and have been thoroughly vetted by the school district. All educators implementing interventions have received training prior to implementation, and fidelity checks are conducted to ensure appropriate implementation.
For classroom teachers, school counselors and education specialists	• Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	• 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. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.

Training Format	• Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Professional Learning Communities
Participant Roles	• Classroom teachers • Principals / Asst. Principals • Parents
Grade Levels	• Elementary - Primary (pre-K - 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 • Peer-to-peer lesson discussion • Lesson modeling with mentoring
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 • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity

Transition

Description

All secondary special education teachers participated in Indicator 13 training in 2013. Additional training on transition is provided yearly during department meeting days and as needed throughout the school year. The Pine-Richland School District's transition program for students with disabilities provides a variety of services geared toward post secondary success. All students with IEPs aged 14 and older are required to maintain a transition portfolio that consists of interest surveys, surveys of strengths and weakness, reflections of community based vocational education experiences, and transition surveys. The guidance counselor for transition services oversees and maintains these portfolios. A team of secondary teachers and the guidance counselor for transition services under the guidance of the special education director continues to develop a community based vocational education program for students aged 14-21. Through this program, numerous community and agency contacts have been developed and utilized. Additionally, the district has entered into a contract with AIU3 to provide travel training.

Career exploration is a district-wide focus for all students, including those with disabilities. The elementary buildings have "Career Days" in which parents from the community are invited to share the day with our elementary students by explaining what their career is and providing realistic experiences for our young children that help expand their understanding and awareness of the various types of careers available.

The middle school includes "Career Exploration" in its business course to assist students in learning more about various careers. It is part of a nine week course in which students complete various activities that enhance their understanding of careers and allows them to research a career of interest in order to learn more about the requirements.

The high school has the College and Career Center that students can access before and after school in order to gain more understanding of the various types of careers. In addition, there are numerous resources available for students to access. Students in grades 8-12, teachers, administrators and parents have access to an online college and career exploration system called Naviance. This system allows students to research careers and colleges in order to gain a better understanding of the requirements needed to be successful. Yearly training is provided to all students, especially the incoming 9th graders on how to access the system. Special education teachers utilize this system when working with students with disabilities on their transition portfolios.

Evidence of Implementation:

1. PDE Special Education Data Report on Transition
2. IEP documentation of progress toward transition goals
3. Artifacts from student portfolios
4. Agendas from professional development activities
5. PDE required student transition surveys
6. Data regarding career plans for students graduating or aging out of the special education program
7. Completed student interest an transition surveys

Person Responsible	Mr. Noel Hustwit, Director of Special Education; Dr. Maura Paczan, Lead Psychologist, Dr. Laura Davis, Director of Pupil Services
Start Date	6/1/2015
End Date	5/31/2018
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	12
# of Participants Per Session	15
Provider	Pine Richland School District, AIU3, PaTTAN
Provider Type	School Entity, IU3, PaTTAN
PDE Approved	Yes
Knowledge Gain	Special Education Teachers will have a better understanding of developing effective transition IEPs and developing transition programs that are meaningful and appropriate for our students with disabilities. They will be knowledgeable of the numerous transition resources available and will share these resources with the students and their families so that effective planning can take place at home.
Research & Best Practices Base	The district always takes a research based, best practice approach when developing students' transition programs via the IEP. The guidelines from the Indicator 13 training are considered when creating transition plans and the resources provided by the AIU3 and PaTTAN are always utilized with the students, including student interest surveys, transition surveys, and questionnaires, etc.

For classroom teachers, school counselors and education specialists	• Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	• 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. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Instructs the leader in managing resources for effective results.
Training Format	• Series of Workshops • School Whole Group Presentation • Live Webinar • Professional Learning Communities • Offsite Conferences
Participant Roles	• Classroom teachers • Principals / Asst. Principals • School counselors • Parents
Grade Levels	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles
Evaluation Methods	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Portfolio

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

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

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer