Pottsville Area SD

Special Education Plan Report

07/01/2019 - 06/30/2022

District Profile

Demographics

1501 W Laurel Blvd
Pottsville, PA 17901
(570)621-2900
Superintendent: Jeffrey Zwiebel
Director of Special Education: Kelly A Brennan

Planning Committee

Name	Role
Deneen Reese	Administrator : Special Education
Maria Larish	Ed Specialist - Instructional Technology : Professional Education Special Education Schoolwide Plan
Jocyln Beck	Ed Specialist - School Psychologist : Special Education
Christina Connors	Ed Specialist - School Psychologist : Special Education
Dana Robbins	Ed Specialist - School Psychologist : Special Education
Tracey Fidler	Elementary School Teacher - Regular Education : Special Education
Erin Tranquillo	Elementary School Teacher - Special Education : Special Education
Charles Schuster	High School Teacher - Regular Education : Special Education
Louise Hufnagle	High School Teacher - Special Education : Special Education
Kelly A. Brennan	Special Education Director/Specialist : Special Education
Eleanor Sanayka	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students
Total students identified: 570

Identification Method

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

The Pottsville Area School District presently uses the discrepancy model to identify students with specific learning disabilities. The decision-making process includes a collection of information including assessment on standardized norm referenced IQ and achievement tests to be used in conjunction with classroom performance, data from state and local assessments, and input gathered from parents and professional staff.
Specific Learning Disabilities (SLD) is not determined by any one factor. For a student to be identified with a SLD all four criteria must be met. We choose to use discrepancy utilizing the predicted achievement discrepancy or the Normal Curve Equivalents discrepancy. The district policy is that the student must be performing at least two standard divations below his/her I.Q.

1.   Failure to meet age or grade-level state standards in one of the eight areas:

a.   oral expression

b.   listening comprehension

c.   written expression

d.   basic reading skill

e.   reading fluency skill

f.   reading comprehension

g.   mathematics calculation

h.   mathematics problem solving

2.   Discrepancy: Pattern of strength and weakness, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade

3.   Documentation that the following factors have been excluded from consideration:

a.   vision, hearing, or motor problems

b.   Intellectual Disability

c.   Emotional Disturbance

d.   cultural and/or environmental issues

e.   limited English proficiency

4.   Rule out lack of instruction by documenting:

a.   appropriate instruction by qualified personnel

b.   repeated assessments

Additionally, in each building there is a Student Assistance Program (SAP) team that meets regularly to discuss concerns with regard to students. If warranted, the SAP team would then take their recommendation to the building Special Education Administrator for him/her to send out a Permission to Evaluate (or Reevaluate if necessary).
Also, if a parent makes a request for testing, the district would issue a Permission to Evaluate with the required timelines.

Enrollment

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

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

In reviewing the district's data, the Pottsville Area School District is currently 4.9% over the state average for our special education population. We are also 3.8% over the state population for students with Intellectual Disabilities. The district is 4.8% below the state average for Specific Learning Disabilities.   In reviewing this data, the district will continue to make sure that we are complying with Child Find to make certain we are evaluating students appropriately for special education.

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?

Once the student registers into the Pottsville Area School District a 4605 form is sent to the district of residency. The PASD adheres to 24 P.S. 13-1302 and 22 PA Code 11.11 (b) to ensure that we are meeting the student's needs. Once the district receives the student's IEP, one of the Special Education Administrators will review the student's IEP and other transferring educational documents. Upon review, the student will receive programming according to his/her IEP. The district always considers placement options, with supplementary supports and services.in in the Least Restrictive Environment,
Pottsville Area School District fully complies with the requirements of IDEA 2004 and Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school-age non-resident individuals. Specifically, Pottsville Area School District complies with child find obligations of IDEA 2004, implements/reviews or develops IEPs for eligible students in accordance with state and federal laws, utilizes appropriate evaluation procedures and screening instruments to determine the eligibility and educational needs of the students, and provides FAPE in conformity with the IEP.

At this time there are no barriers which limit the District's ability to meet its obligation under 1306 of the Public School Code. However, there are instances when the District's ability may be compromised due to the time required to receive records from previous educational environment.

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).

Pottsville Area School District is the host district for the Schuylkill County Prison. Pottsville Area School District fully complies with the requirements of IDEA 2004 and Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school-age individuals housed in the Schuylkill County Prison. Eligible students receive special education when they are charged with a criminal offense, are awaiting trial, and after they are convicted of a criminal offense. Specifically, Pottsville Area School District complies with child find obligations of IDEA 2004, implements/reviews or develops IEPs for eligible students in accordance with state and federal laws, utilizes appropriate evaluation procedures and screening instruments to determine the eligibility and educational needs of the inmates, and provides FAPE in conformity with the IEP.

Acting as the host school district, Pottsville Area School District is responsible for making decisions regarding the goals, programming, and educational placement for each eligible student. Pottsville Area School District is also responsible for seeking advice from the resident school district with respect to the eligible student, and keeping the resident school district informed of its plans to educate the eligible student in the Schuylkill County Prison.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The IEP team process will determine the educational services the student needs in the least restrictive environment. The IEP team will first consider whether the appropriate supports and services described in the IEP can be achieved in the regular classroom with non-disabled peers using supplemental aids and services. Supplementary aids and services are determined by the IEP team after a comprehensive evaluation is completed. Using the results of the thorough evaluation, the IEP team determines what related service(s) and supplementary aides will be included in the IEP. District staff understands that supplementary aides and services are provided in regular education classes, in other education settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate. Services and supplementary aides offered in the Pottsville Area School District include; speech and language therapy, occupational therapy, physical therapy, orientation and mobility, psychological services, social work services, school health services, audiological services, paraprofessional support, including personal care aides.

The Pottsville Area School District is currently using co-teaching practices in grades K through 12. In the past, the district has sought out training through Susan Hentz, Educational Consultant, and the local Intermediate Unit to assist with training in the co-teaching model.

Some of the supplementary aides and services the district uses are as follows; the elementary staff that co-teaches has daily co-planning time, all three district buildings have a team that meet monthly to discuss students' educational and behavioral concerns, and district wide staff is in the process of being trained on Differentiated Instruction. The high school teachers have been trained in RAISE, Reading Apprenticeship Framework of Routines. The high school principal completed the online administrator course for RAISE Reading Apprenticeship. As her final project, she created a booklet containing simple routines based on the Reading Apprenticeship Framework. This booklet has been distributed to all high school teachers for immediate use in their classrooms. Differentiated

instruction strategies are infused within the routines so the scaffolding is concrete and user-friendly which aides the teachers in creating an individualized learning environment for their students.

The district provides environmental/physical accommodations such as a specific furniture or adaptive equipment to assist student in accessing the general education setting.

The Pottsville Area School District staff was also trained on Positive Behavior Interventions and Supports (PBIS). Each district building implemented a PBIS team that meets monthly and will be provided with follow-up training to implement positive behavior strategies throughout the district. Each building has its own PBIS team to implement building specific strategies and supports. The district will also continue to implement individual positive behavior support for students who require individual behavior plans or individual crisis plans. Additionally, the district provides a continuum of mental health services, via social skills direct instruction, social work services, psychological counseling, and mental health counselors from the community on the district campus.

If the team determines that the student's needs cannot be met in the regular education classroom, then the student will receive his/her education in a special education classroom. If Pottsville Area School District is experiencing difficulty in arranging the special educational services or program that a student requires in the least restrictive environment, the district will promptly take steps to arrange for the services in the IEP and contact the local Intermediate Unit or another child service agency, such as CASSP, for further assistance.

In reviewing the district's Penn Data Report, the district is within the state average for students inside the regular education classes 80% or more, the state average is 62.4% and the district's is 59%. Inside the regular education class more than 40% of the day, the state average is 9.0 and the district is 9.1%.   The district is over the state's average for student in other settings. The state average is 4.9% and the district currently has 5.5% of students in other settings. This is a decrease from the previous years. For example, in the school year 15-16' the district had 6.9% of students in other settings. The students that are placed in other settings are either placed at our local intermediate unit, Behavioral Health Associates or at a residential treatment facility (RTF). For the student that are placed at our local intermediate unit or Behavioral Health Associates, the district continuously reviews the student's educational and behavior progress to determine if the student is able to return back to his/her home district. The district's main goal is to return students to their home district and the least restrictive environment. For students who are placed in RTFs, through the court system, the district makes a concerted effort to participate in meetings conducted for the students. When the student is being discharged from the RTFs, the district will return the student to the placement he/she was assigned to prior to being sent to an RTF.

Behavior Support Services

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

The Pottsville Area School District has a team that meets monthly to review behavior infractions and analyze the data; what behaviors are occurring, when and where the behaviors are occurring, who are the students with a high incidence of infractions, and what can be done to help address the behaviors of concern. The district also has monthly district wide administration meetings. During these meetings, administrators discuss programming needs, which may include suspension and expulsion data.

The school district has multiple policies concerning behavior support policies which meet the required components. Also, all board policies are reviewed by PSBA and the district reviews the policies annually to make sure that they are compliant with all the current regulations.

The Pottsville Area School District staff was also trained on Positive Behavior Interventions and Supports (PBIS). Each district building also implemented a PBIS team that meets monthly and will be provided with follow-up training to implement positive behavior strategies throughout the district. Each building has its own PBIS team to implement building specific strategies and supports. The district will also continue to implement individual positive behavior. They do turn-around training on other district staff members on Safe Crisis Management, the focus always on de-escalation. The teams are made up of special education staff members and include the school psychologists of each building. The guidance staff and school social workers meet monthly to review behavior incidents and programming needs.

The John S Clark Elementary School, DHHL Middle School and the Pottsville Area High School, currently have a school-wide positive behavior support program that focuses on rewarding positive student behaviors. The programs are called the PRIDE (Prepared, Respect, Inside Voices, Due What Adults Ask, and Excellence). The program has weekly and monthly rewards for students who are eligible. The district also has a team that meets monthly to review behavior infractions and analyze the data; what behaviors are occurring, when and where the behaviors are occurring, who are the students with a high incidence of infractions, and what can be done to help address the behaviors of concern.

The district is currently participating in the Autism initiative through Partan in the John S. Clark Elementary Building, the DHHL Middle School and the Pottsville Area High School. The autistic support teachers, life skills support teachers, speech therapists, occupational therapist, paraprofessionals, High School Supervisor of Special Education and Director of Special Education all completed the Applied Behavior Analysis (ABA) boot camp provided by PaTTAN. ABA consultants also provide guidance and feedback in the autism classrooms two times a month to help develop and

implement effective Positive Behavior Support Plans. The district's internal coach recently became certified in Applied Behaviors Analyst.

The district has a community based committee, Tide Task Force, composed of district administrators, staff, parents, as well as professionals from multiple disciplines who meet monthly to discuss programs and initiatives that promote positive decision making skills for students in the district through programming and various initiatives. At the beginning of the 2014-2015 school year, the district began to work with PaTTAN to participate in a district wide PBIS plan. As of the current school year 18-19', all three district buildings have been audited for PBIS and recognized as a Tier 1 for each building.

The Director of Special Education and High School Supervisor of Special Education are responsible for reporting all restraints in the system within 10 days of the restraint. The district will offer the parents/guardians to have an IEP meeting within 10 days. If the parent/guardian does not wish to have an IEP meeting, the district will have him/her waive the right to a meeting in writing. If a student required a restraint, a phone call is attempted that day to the parent to explain why the student required the restraint, what behaviors/events preceded the restraint, what techniques where used to try and de-escalate the student prior to the restraint and what type of restraint was utilized by trained school personnel. Explanation is also given to the parent regarding the school nurse assessment of the student following the incident. The parent is then offered the opportunity to schedule an IEP meeting within 10 days of the restraint. If the parent waives their right to an IEP meeting, the district has the parent sign a waiver form.

If the district suspects that a student is displaying behaviors that impede his /her learning or that of others, Permission to Evaluate/ Reevaluate is issued and a FBA (Functional Behavior Assessment) is conducted. The FBA is completed by the school psychologist and FBA team. In the elementary center, there is a teacher who is trained on how to complete Behavioral Assessments based on the Applied Behavioral Analysis. This teacher will complete the FBA for students who are autistic. Once the FBA is conducted a PBISP (positive behavior support plan) is developed to address the student's behavioral needs. If the student's IEP already contains a PBISP and the student is still exhibiting behaviors that impede his/her learning or learning of others, the district will conduct a thorough reevaluation which may include updated ability and achievement testing, behavior assessments, observations, input from staff and parents and a review of the student's educational record. A follow-up IEP meeting will be conducted and a new PBISP will be developed.

Students' whose IEP's currently require the use of mechanical restraints are used for safety precautions only on transportation vehicles to and from school. The district is always working on ways to teach alternative coping skills instead of relying on the use of restraints to support students.

The district currently has a team that used to train other district building staff members in PBISP

and crisis restraint procedures. Each district building also has a Safe Crisis Management team trained annually in PBISP and Safe Crisis Management procedures.

The use of restraints is considered as a measure of last resort when managing student behavior and is only implemented when the student is a danger to him/herself or others. The IEP team reviews strategies to teach students and staff ways to de-escalate so that the use of restraints are not necessary. The team will review the student's PBISP plan and related services to ensure that the student is receiving appropriate supplementary aides and services. Prone restraints are never used. The Safe Crisis management team is aware of this and knows not to use the restraints on a student.

If a student is referred by the district to law enforcement, and does not currently have a PBISP in place, the district will issue a PTR to conduct a functional behavior assessment and develop a PBISP if necessary. If the student currently has a PBISP in his/her IEP, the IEP team will meet and review the plan to determine if the PBISP remains effective. If the IEP team determines that the PBISP is not effective the LEA will issue a PTR to conduct a new FBA in order to develop a more appropriate PBISP.

The district is currently participating in the Autism Initiative with PaTTAN. The district has also, in the past, collaborated with the local intermediate unit to provide training on School-Wide Behavior Support Programs. The district is also collaborating with the local intermediate unit to train district staff members on positive behavior support programs.

All three building use the Pride Program. School rules posters are displayed in classrooms and around the school (cafeteria, hallways, bus lobby, and outside of bathrooms). Posters focus on five general areas of PRIDE: Preparation, Respect, Inspire, Demonstrate, Excel. PRIDE tickets or Crimson cash are given to students who display "PRIDE".
  The students can return the Crimson cash to buy privileges (go first in lunch line,relaxed dress code, dedicated parking) extra snacks in the cafeteria and other preferred items based on student surveys.

III.   Student Assistance Program (SAP)

1. SAP meetings are held regularly to discuss students at risk for various behaviors or issues that may be detrimental to their health or education. Referrals are made by faculty, staff, or administration to the SAP Team for review of the student. Students displaying bullying behaviors may be referred to the SAP Team.
No. 113.2
SECTION: PROGRAMS
TITLE: DISCIPLINE OF STUDENTS
WITH DISABILITIES

113.2. DISCIPLINE OF STUDENTS WITH DISABILITIES

1. Purpose
Title 22
Sec. 14.133

The Pottsville Area School District Board of Directors must ensure that all district students are educated in settings free from restrictions or injuries caused by challenging behaviors of others. At the same time, the Board recognizes that every special education student in the district is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). Any student with disabilities who has an Individual Education Plan (IEP) and exhibits significant behaviors that interfere with appropriate functioning within educational settings must have a plan for behavior support included in the IEP. Behavior support programs must be based on positive rather than negative measures. The Board acknowledges that all necessary district personnel must be trained in the proper use of specific procedures, methods, and techniques. The behavior support methods and procedures must be applied in a nondiscriminatory manner and in full compliance with the requirements of applicable state and federal law.

2. Authority

20 U.S.C.
Sec. 1400 et seq
Title 22
Sec. 14.143
34 CFR
Sec. 300.519-
300.529

The Board directs that the district shall comply with provisions of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of district policy or school rules and regulations. No student with a disability shall be expelled if the student's particular misconduct is a manifestation of his/her disability.

3. Definitions

Title 22
Sec. 14.133
The following words and terms, when used in this policy or in its implementing guidelines, shall have the following meanings, unless the context clearly indicates otherwise.

Aversive Techniques - deliberate activities designed to establish a negative association with specific behavior.
Behavior Support - the development, change and maintenance of selected behaviors through the

systematic application of behavior change techniques.
113.2. DISCIPLINE OF STUDENTS WITH DISABILITIES -

Behavior Support Plan - a plan addressing a disabled student's behavioral needs and intervention within an IEP. Behavior support plans include a variety of techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Potential causes of behavior problems such as physical or medical conditions, environmental factors, staffing, and program concerns shall be reviewed and addressed prior to development of a behavior support plan.

Functional Behavioral Assessment - an assessment of a student, the purpose of which shall be to determine the environmental, behavioral, or circumstantial factors that precede or accompany the problem behavior and the effectiveness of the interventions undertaken to address the behavior. Positive Techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Restraints - devices and techniques designed and used to control acute or episodic aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions. The term includes physical and mechanical restraints.

Eligible Student - a student with disabilities under provisions of the Individuals With Disabilities Education Act (IDEA Sec. 1401) and its implementing regulation, and Chapter 14 of the regulations of the Pennsylvania State Board of Education. For the purposes of this policy and its implementing guidelines, the definition of disabled students include students whom the district suspects or has reason to suspect are students with disabilities and to students who are in the process of a multidisciplinary team evaluation at the time of the incident for which discipline is imposed.

4. Guidelines
Title 22
Sec. 14.133
Behavior Support Requirements Positive rather than negative measures shall form the basis of behavior support
programs. Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. The types of intervention chosen for a particular student shall be individualized and the least intrusive necessary.
113.2. DISCIPLINE OF STUDENTS WITH DISABILITIES

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment. The use of restraints to control aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Title 22
Sec. 14.133
The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:
1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water, or fresh air.
6. Suspension constituting a pattern under 22 PA Code 14.143(1).
7. Treatment of a demeaning nature.
8. Electric shock.

113.2. DISCIPLINE OF STUDENTS WITH DISABILITIES -

The district must obtain parental approval through the IEP process for all procedures identified within the child's individualized behavioral support plan. The district must obtain parental consent prior to the use of highly restraining or intrusive procedures. The Pottsville Area School District has primary responsibility for ensuring that behavior support programs are in accordance with this policy, including the training of personnel for the use of specific procedures, methods, and techniques. Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a behavior support program.

Pol. 218 Components of the district and school Codes of Student Conduct shall be applied when appropriate.
Title 22
Sec. 14.143
Title 22
Sec. 14.143
Discipline

A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, regardless of whether the student's behavior is a manifestation of

his/her disability. Any removal from school is a change of placement for a student identified with mental retardation.
34 CFR
Sec. 300.524
Pol. 218, 233

A student with a disability whose behavior is not a manifestation of his/her disability may be expelled pursuant to district policy and procedures.
34 CFR
Sec. 300.521,
300.522

The Local Educational Agency (LEA) may unilaterally remove a student with a disability to an alternative setting for forty-five (45) days where the district demonstrates by substantial evidence that maintaining the student's current placement is substantially likely to result in injury to the student or others.
34 CFR
Sec. 300.527,
300.528

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.
Weapons Violations
18 U.S.C.
Sec. 930(g)
34 CFR
Sec. 300.520
A student with a disability who carries a weapon to school or a school function may be removed from his/her current placement. The student shall be placed in an appropriate interim alternative educational setting for no more than forty-five (45) days.

Drugs/Controlled Substances Violations
34 CFR
Sec. 300.520
A student with a disability who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from his/her current placement. The student shall be placed in an appropriate interim alternative educational setting for no more than forty-five (45) days.
Serious Bodily Injury
34 CFR
Sec. 300.520
A student with a disability who causes substantial risk of death, unconsciousness, extreme physical

pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty shall be placed in an appropriate interim alternative educational setting for no more than forty-five (45) days.

References:

Individuals With Disabilities Education Act — 20 U.S.C. Sec. 1400 et seq

Title 18, U.S.C. Sec. 930

Individuals With Disabilities Education, Title 34, Code of Federal Regulations —

34 CFR Part 300

State Board of Education Regulations — 22 PA Code Sec. 14.133, 14.143

Board Policy — 218, 233

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The district will always attempt to utilize our own buildings to meet the needs of a student. If the district cannot meet the needs of a student within the district, we will contact other districts to determine if the student's needs could be met within their district. If another district cannot help provide services, then the district will turn to our local Intermediate Unit. If the local Intermediate Unit cannot meet the needs of the student, the district will then contact PaTTAN and fill out an Intensive Interagency Initial Report.

The LEA will request local interagency team consultation through Schuylkill County Child and Adolescent Service System Program (CASSP). In addition the local Intermediate Unit provides on-going supports and assists through a CASSP liaison. The district makes every attempt to actively participate in CASSP meetings when we are invited.

 The district has an active ESAP/SAP team in each building that meets at least monthly to address student needs. The elementary building has school based behavior health located in the school setting.

The district collaborates with the Schuylkill County Juvenile Probation, Service Access Management, Children and Youth, AHEAD, REDCO, ESAP/SAP, and Office of Vocational Rehabilitation.

The district continues to review data to help determine and plan for needs that may still exist within the district. The district has monthly district wide administration meetings to discuss programming needs throughout the district. The special education administrators meet weekly to review programming needs.

Currently the district does not have any gaps in its educational program. The district offers a continuum of services throughout all grade levels. We are able to meet the needs of all of our students either within the district, within another district or at the local Intermediate Unit.

Assurances

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Schuylkill County Prison	Incarcerated	Pottsville Area School District	9
The Cloud	Nonresident	Pottsville Area School District and other districts in	1

Home		the county. Due to Mckinney, the students are now attending their home districts.	
Schuylkill Women and Crisis	Nonresident	Pottsville Area School District	0
Bridge House	Nonresident	Pottsville Area School District	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Maple Avenues Campus	Special Education Centers	Life skills support, emotional support, sensory support, speech and language support, physical support, multi-handicapped support, alternative education, behavior intervention, partial hospitalization and day treatment	10
Behavioral Heath Associates	Approved Private Schools	Emotional support	21
Saint Clair Area School District	Neighboring School Districts	Life Skills Support, Hearing Support	5

Special Education Program Profile

Program Position #1

  Operator: School District

  PROGRAM DETAILS

   Type:

   Implementation Date:

  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: The therapist will service the students in groups per grade level, which means that students are not in groups with an age span of greater than 3 years.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

  Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: January 3, 2018

Reason for the proposed change: It was to meet the needs of the students.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	9	0.9
Locations:				
John. S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	1	0.1
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 9	7	0.87
Justification: Age waivers are completed at every IEP meeting.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 9	1	0.13
Justification: Age waivers are completed at every IEP meeting.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: October 5, 2015

Reason for the proposed change: As students' needs change, the district needs to meet the needs of the students.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 9	6	0.8
Justification: In order to meet the needs of the students, they are grouped per ability level. Even though there is an age span of greater than 3 years, the needs of the students can still be met. An age waiver was issued for the student outside of the three year age span.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 9	1	0.2
Justification: Age waivers are completed at IEP meetings. Students are instructed at their instructional level, not grade level.				
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5
>*Operator:* School District
>**PROGRAM DETAILS**
>>*Type:* Position
>>*Implementation Date:* August 26, 2017
>>*Reason for the proposed change:* The needs of the students have changed. The district is meeting the needs of the students.
>>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	15	1
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #6
>*Operator:* School District
>**PROGRAM DETAILS**
>>*Type:* Position
>>*Implementation Date:* August 26, 2017
>>*Reason for the proposed change:* The some students needed more supports and services in order to meet their educational needs.
>>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 14	11	0.55
Locations:				
D.H.H Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 14	6	0.45
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7
       Operator: School District
       PROGRAM DETAILS
           Type: Position
           Implementation Date: August 1, 2016
           Reason for the proposed change: When the district needed to hire a new speech therapist, we thought that it would be best if he/she was supported by other speech therapist in the elementary center, so we split two tenured teacher between the two building.
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 13	31	0.49
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	33	0.51
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8
       Operator: School District
       PROGRAM DETAILS
           Type:
           Implementation Date:
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.3
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	12	0.7
Locations:				

D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	10	0.5
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	8	0.5
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	7	0.35
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	11	0.65
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 26, 2017

Reason for the proposed change: With the schedule change, the needs of the students changed. The revision reflects how the needs are being met.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	13	1
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12

      Operator: School District

      PROGRAM DETAILS

            Type: Position

            Implementation Date: August 1, 2017

            Reason for the proposed change: The change was made to better meet the needs of our students.

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	16	1
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13

      Operator: School District

      PROGRAM DETAILS

            Type: Class

            Implementation Date: August 1, 2017

            Reason for the proposed change: When the schedule was revised, the district was able to include the students more into regular education classes.

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	13	1
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14

      Operator: School District

      PROGRAM DETAILS

            Type:

            Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	3	0.21
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	11	0.79
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* August 1, 2017
> > *Reason for the proposed change:* To better meet the needs of the students.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	30	1
Justification: The students are seen on an individual basis or in a small group,in order to meet the needs of the students.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.12
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	15	0.88
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* August 26, 2017
> > *Reason for the proposed change:* As the needs of the students changed, the district meet those needs with the personnel.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 17	5	0.42
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	7	0.58
Justification: Age waivers are completed for the students. Depending on the class, students may be within the age variance.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* April 1, 2019
>> *Reason for the proposed change:* I had to change a pronoun.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 18	14	0.82
Justification: Although there is an age span of greater than 4 years on his caseload, the teacher does not see the students together in one class. The teacher services them per class. They are not serviced together.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	3	0.18
Justification: Although on paper there is an age span of greater than 4 years, the teacher does not service the students together in one class. she services them per grade level, so the students would not be in a class with an age span greater than four years.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning Support	14 to 18	3	0.23

but More Than 20%)				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.77
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 26, 2017

Reason for the proposed change: At this time, she currently does not have any students that require full time supports and services.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	14 to 17	1	0.08
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	12	0.92
Justification: Even though there is an age span of greater than 4 years, the students' needs can still be met in the current placement. This does not affect the services and programs that the students receive. An age waiver was completed for the student that is not in the four year age span.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 20	6	0.3
Justification: Even though on the teacher's roster there are students with an age span of greater than 4 years, the students are not being serviced together. The teacher has students on his roster from grades 9-12 but they are not serviced together.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	12	0.7
Justification: Even though on the teacher's roster there are students with an age span of greater than 4 years, the students are not being serviced together. The teacher has students on his roster from grades 9-12 but they are not serviced together.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* August 26, 2017
> > *Reason for the proposed change:* Due to scheduling this year, students placed on the teacher's roster needed less support.
> **PROGRAM SEGMENTS**

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

Program Position #25

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* August 23, 2017
> > *Reason for the proposed change:* As the needs of the students changed, the district revised position in order to meet the needs of the students.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	8	0.5
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	8	0.5
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #26

> *Operator:* School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 23, 2017

Reason for the proposed change: As the needs of the students change, the district needs to meet their needs through programming.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	8	0.5
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	8	0.5
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2017

Reason for the proposed change: With the revision of the master schedule, the students are able to be included more into the regular education classes.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	6	0.8
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 14	1	0.2
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 26, 2017

Reason for the proposed change: The district needed to make sure the students' needs were being met.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	12	0.6
Locations:				
John S. Clarke Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 7	3	0.2
Locations:				
John S. Clarke Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 7	4	0.2
Locations:				
John S. Clarke Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 25, 2017

Reason for the proposed change: As the needs of the students change, the district needs to revise the supports and services that are provided. The above changes reflect the supports and services that are needed.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	9	0.82
Justification: The students' IEPs reflect that they are with students outside of the four year age range. The IEP team determined that even though there is more than a four year age range, it is still the most appropriate educational placement for the students.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 21	2	0.18
Justification: The students' IEPs reflect that they are with students outside of the four year age range. The IEP team determined that even though there is more than a four year age range, it is still the most appropriate educational placement for the students.				
Locations:				
Pottsville Area High	A Senior High	A building in which General		

School	School Building	Education programs are operated		

Program Position #33

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	6	1
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #34

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	8	1
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 26, 2017

Reason for the proposed change: When the district hired a new speech therapist, it was determined that he/she should not be unsupervised, in the middle school. He/she would have collegues at the elementary center for support. The middle school would be shared by two seasoned speech therapist.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 14	31	0.5
Justification: The speech therapist services students throughout the elementary center. However, she only services students within the same grade level for groups, so students in the group will not have an age span of more than 3 years.				
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 20	33	0.5
Justification: The speech therapist services students in the high school. She sees them individually so they are not in a group with an age span of more than 4 years.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36

> *Operator:* School District
>
> **PROGRAM DETAILS**
>
> > *Type:* Position
> >
> > *Implementation Date:* August 26, 2017
> >
> > *Reason for the proposed change:* The IEP teams were able to include the students more in the general education curriculum and classes.
>
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	17	1
Justification: The teacher provided life skills support services for the elementary center students. Age waivers are signed by the parent of the student that is out of the three year age span. Even though there is more than a three year age span, the students' needs can still be met in the classroom.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37

> *Operator:* School District
>
> **PROGRAM DETAILS**
>
> > *Type:*
> >
> > *Implementation Date:*
>
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 10	8	0.5
Justification: The teacher provided emotional support services for the elementary center students. Age waivers are signed by the parent of the student that is out of the three year age span. Even though there is more than a three year age span, the students' needs can still be met in the classroom.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 10	10	0.5
Justification: The teacher provided emotional support services for the elementary center students. Age waivers are signed by the parent of the student that is out of the three year age span. Even though there is more than a three year age span, the students' needs can still be met in the classroom.				
Locations:				
John S. Clarke	An Elementary	A building in which General		

	School Building	Education programs are operated		

Program Position #38

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: January 3, 2018

Reason for the proposed change: Students qualified in the middle of the year for supports and services. The change in the teacher's schedule best met the needs of the students.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	32	0.8
Justification: The teacher pulls the students out per grade level. There will never be a group of students with more than a three year age span.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	3	0.2
Justification: The teacher pulls the students out by grade level. There will not be a group with an age span of more than three years.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: January 3, 2018

Reason for the proposed change: In order to better meet the needs of the students.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	7	0.8
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	1	0.2
Locations:				
John S. Clarke Elementary	An Elementary	A building in which General Education programs are		

Center	School Building	operated		

Program Position #40

       Operator: School District

       PROGRAM DETAILS

           Type:

           Implementation Date:

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	11	1
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41

       Operator: School District

       PROGRAM DETAILS

           Type: Position

           Implementation Date: August 26, 2018

           Reason for the proposed change: The current roster of students require additional supports and services.

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	18	1
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42

       Operator: School District

       PROGRAM DETAILS

           Type: Position

           Implementation Date: August 26, 2017

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	65	1
Justification: The speech therapist only see students within the same grade level. They do not mix multi aged students.				
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43

       Operator: School District

       PROGRAM DETAILS

           Type: Position

Implementation Date: August 26, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	65	1
Justification: The speech therapist only see students within there grade level. They do not mix grade levels when servicing students.				
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44

> *Operator:* Intermediate Unit
>> **PROGRAM DETAILS**
>>> *Type:* Position
>>> *Implementation Date:* August 27, 2017
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 10	2	0.11
Justification: The teacher does not see the students together. She sees them on an individual basis.				
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 14	1	0.11
Locations:				
D. H. H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	17 to 19	3	0.11
Locations:				
Pottsville Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #45

> *Operator:* Intermediate Unit
>> **PROGRAM DETAILS**
>>> *Type:* Position
>>> *Implementation Date:* August 27, 2017
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 10	3	0.12
Justification: The teacher sees the students individually. He/She does not see them together.				
Locations:				

John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 13	3	0.12
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	17 to 18	1	0.12
Locations:				
Pottsville Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	John S. Clarke Elementary Center	1
School Psychologist	D.H.H. Lengel Middle School	1
Social Worker	John S. Clarke Elementary Center	1
Social Worker	D.H.H. Lengel Middle School	1
Social Worker	Pottsville Area High School	1
Occupational Therapy	John S. Clarke Elementary Center, D.H.H. Lengel Middle School, Pottsville Area High School	0.33
School Psychologist	High School	1
Director of Special Education	D.H.H. Lengel Middle School, John S. Clarke Elementary School	1
Supervisor of Special Education	D.H.H. Lengel High School, Pottsville Area High School	1
Part time paraprofessional support	John S. Clarke	13
Full Time Paraprofessionals	John S. Clarke	5
Full Time Paraprofessionals	D.H.H. Lengel Middle School	4
Part time paraprofessional support	D.H.H. Lengel Middle School	13
Full Time Paraprofessionals	Pottsville Area High School	5
Part time paraprofessional support	Pottsville Area High School	9
Occupational Therapy	D.H.H. Lengel Middle School	0.33

| **Occupational Therapy** | Pottsville Area High School | 0.33 |

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Orientation and Mobility	Intermediate Unit	1 Hours
Physical Therapy	Outside Contractor	10 Hours
Occupational Therapy	Outside Contractor	1 Days
Hearing Support	Intermediate Unit	6 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	The Pottsville Area School District has been involved in the Autism Iniative in all three district buildings. Any new staff that are assigned to an Autistic Support class and or Life Skills class are sent to the ABA Bootcamp. More seasoned staff participate in follow-up/advnaced trainings. The classroom staff continue to receive support on a monthly basis from the PaTTAN consultants. The district also now has a BCBA on staff to provide on-going support. The goal for the trainings is for all staff to become knowledgable on students with Autism Spectrum Disorder and to be current with techniques, methods, materials and interventions to ensure that students are included with regular education to the fullest extent possible. The training will be on-going.
Person Responsible	Administrator of Special Education in each building
Start Date	7/1/2015
End Date	7/1/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	9
# of Participants Per Session	8
Provider	IU and or PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	The staff will gain knowledge in how to deal with behaviors associated with autism and how to instruct students with autism. Staff will also learn about instructional strategies to differentiate their instruction.
Research & Best Practices Base	The research will be based on the Autism Initiative.
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.

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	Series of Workshops Department Focused Presentation
Participant Roles	Classroom teachers Paraprofessional New Staff Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles 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. ABA data

Behavior Support

Description	The district staff was trained on PBISP. Each building has a core team of teachers, guidance counselor(s), school psychologist(s) and social worker(s) who will continue to meet and be trained on PBISP, including deescalation strategies, throughout the years. The core team will share information in each espective building with other district staff members. Acore team of staff members in each district building were trained and will continue to be annually recertified in Safe Crisis Management. Every year the core team are recertified in Safe Crisis Management. The trainings will also focus on de-escalation techniques. If the student cannot be de-escalated through verbal prompts, the staff will be trained on how to physical control a student if he/she would become a danger to himself or others. Physical intervention would be the last resort. Trainings for staff are also offered on functional behavioral assessments, positive behavior support plans, and goal development. A team of staff members in each district building will receive on going training on the SAP process which supports students with behavioral, emotional and health needs. The goal of the trainings above is to reduce the number of students who receive discipline referrals.
Person Responsible	Building Administrators
Start Date	7/1/2015
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	10
Provider	Pottsville Area School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	The staff will gain knowledge on how to manage students with behavior problems and how to implement effective and researched based behavior interventions. How to verbally de-escalate a student prior to them becoming

	physically and or verbally out of control.
Research & Best Practices Base	PBISP is researched based. All of the training are through the IU or are either researched based or best practiced based. All trainings will focus on positive rather than negative strategies.
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 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 Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Related Service Personnel

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

Paraprofessional

Description	Paraprofessionals are obligated to obtain twenty of hours of training per year, this mandates continuing training each school year. As the paraprofessional completes a webinar/webcast or attends a live training, he/she will be issued a certificate and kept in his/her personnel file. The district also sponsors trainings throughout the school year for paraprofessionals to maintain their Highly Qualified status. All paraprofessionals employed by the district are mandated to complete their 20 hours of professional development. The topics will selected based on the webinars provided by PaTTAN, current topics, state mandates, and school data.
Person Responsible	Supervisor of Special Education
Start Date	7/1/2019
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	30
Provider	PaTTAN
Provider Type	PaTTAN

PDE Approved	Yes
Knowledge Gain	The paraprofessionals will continue to gain knowledge in multiple areas included but not limited to; special education process, behavior management, disability categories,and progress monitoring.
Research & Best Practices Base	All of the trainings will be provided through PaTTAN which are all researched based.
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.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Live Webinar Online-Asynchronous
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers
Evaluation Methods	Portfolio One time per year

Reading

Description	The Pottsville Area School District will continue to use researched based reading programs. The Special Education Department is investigating training opportunities for teachers using data collected through progress monitoring and assessments. The ELA Departments, district wide, use common assessments and network to plan for instruction. In the elementary center, students are assessed through DIBELs to determine which students will receive interventions from the Reading Specialist.
	Evidence:
	At the completion of the curriculum realignment, the following evidence will be available for review:
	1) A calendar of meeting dates
	2) A list of meeting attendees
	3) Meeting agendas and minutes
Person Responsible	Building Administrators
Start Date	7/1/2019
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	0.5
# of Sessions	2
# of Participants Per Session	13
Provider	School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Through professional development sessions and extensive department meetings, the faculty will pay special attention to rigor, data driven instructional practices and the expectations for learning.
Research & Best Practices Base	The focus of all professional development activities will be based on the Danielson Framework for Teaching.

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.
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	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers

	Creating lessons to meet varied student learning styles 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 Portfolio one time per year

Transition

Description	To educate both parents and students on tranistion information, the district participates in the local Transition Council. The Pottsville Area School District and its member districts with IU #29, share resources and information, such as Transition Fair and a host of informationl literature. Given the difficulty the dstrict faces in soliciting parent involvement in activies, the IEP capitalizes on annual and revision meetings to dissiminate information. The distrct also utilizes social media and its web page to share information. Special Education teachers were trained on Indicator 13 and areas related to transition and post-secondary living through IU #29. The district also coordinates with community agencies to assist students and their families with secondary transition information.
Person Responsible	Director of Special Education for each building
Start Date	7/1/2019
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	4
# of Participants Per Session	24
Provider	IU 29 and PaTTAN
Provider Type	IU

PDE Approved	Yes
Knowledge Gain	All areas of the IEP the deal with transition services. Assessments to help design the appropriate program for transition aide services. Community support for transition aide students and parents.
Research & Best Practices Base	The materials used are based upon state and federal mandates. Best practices provided by PaTTAN.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. 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	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Related Service Personnel
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	An IU representative along with a PaTTAN consultant will meet with the teachers one-on-one basis to evaluate an IEP pre training and then post training
Evaluation Methods	Review of written reports summarizing instructional activity One time per year

Special Education Affirmations

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

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

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

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

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

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer