

Grove City Area SD
Special Education Plan Report
07/01/2019 - 06/30/2022

District Profile

Demographics

511 Highland Ave
 Grove City, PA 16127
 (724)458-6733
 Superintendent: Jeffrey Finch
 Director of Special Education: Jennifer Connelly

Planning Committee

Name	Role
Larry Connelly	Administrator: Special Education
Dr. Brendan Smith	Administrator: Special Education
Dr. Brian Buchan	Ed Specialist - School Psychologist: Professional Education Special Education
T.L. Eller	Elementary School Teacher - Regular Education: Professional Education Special Education
Nicole Mathieson	Elementary School Teacher - Special Education: Professional Education Special Education
Amy Biddle	Parent: Professional Education Special Education
Joni Kummer	Parent: Professional Education Special Education
Kristen Schearer	Parent: Special Education
Jennifer Connelly	Special Education Director/Specialist: Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 325

Identification Method

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

At the elementary level grades, Kindergarten through fifth, the children are initially identified for support through the Response to Intervention and Instruction (RTII) process. If students do not respond to interventions, they are referred to the psychologist for further assessment. The psychologist and team will administer additional assessments to obtain information for the Multi-Disciplinary Team (MDT) in determining a disability and need for further interventions. This school year the District was granted approval to use RTI/SLD for reading and math in grades Kindergarten through fifth. This is a process the team worked very hard on and are very proud to have achieved this distinction when so few schools across the state meet the eligibility criteria. RTII is not widely used at our middle school and high school level, therefore, determination for eligibility in special education is based solely on the discrepancy model. Other factors are considered such as test scores, teacher input and observation.

A specific learning disability may be found if a child has a severe discrepancy between achievement and intellectual ability in one or more of several areas: oral expression, written expression, listening comprehension or reading comprehension, basic reading skills, mathematics calculation, mathematics reasoning, or spelling. A "severe discrepancy" is defined to exist when achievement in one or more of the areas fall at or below 50% of the child's expected achievement level, when age and previous educational experiences are taken into consideration.

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 Penn Data website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

According to the 2017-2018 Special Education Data report our enrollment numbers were not significantly disproportionate to the numbers set forth by the state. The district currently has 14.5% of our student population receiving services under Chapter 14. This is well below the state average of 16.9%. We have not had disproportionately in our subgroups as indicated on the special education Data report.

Grove City did very well and was able to achieve the state targets. Our District is constantly researching ways to better assist our students who receive special education services in order to obtain proficiency in all subjects. Our middle school is using a co-teach model enabling our students to be in the general education classroom with the support of the regular education teacher and the special education teacher. During the 2019-2020 school year the high school will also move to a co-teach model along with a new scheduling structure that will allow for intervention time built in for all students in the middle of the school day. We are utilizing some research-based programs to assist in remediating our students such as the ST Math program for our elementary students and ALEKS for our students at the secondary level. We also offer a fully staffed math lab where all students can attend before, during and after school for assistance with mathematics. We utilize the SRA direct instruction and correction reading program, the Barton Reading program, Wilson Reading and EdMark for our students who struggle to learn to read. Children in elementary school can obtain assistance through our after-school tutoring and summer school programs. Students in our secondary schools receive assistance through after school tutoring programs and summer academies that address their specific needs.

The inclusion model at the middle school and the proposed model for the high school address our high percentage in Indicator 5: Educational Environments of the Special Education Data Report.

Ongoing observation, research, and co-planning has occurred so that our special education students will be in the regular education classroom with the support of the regular education teacher and special education teacher. The data for 2011-2012 show that the District had 50.4% of our special education students inside the regular classroom for 80% or more of the school day. The data for 2017-2018 show that the District had 60.0% of our special education students inside the regular classroom for 80% or more of the school day. Every year since 2011-2012 the District has steadily increased the number of students inside the regular class for 80% or more of their day as is reflected on the State Data Reports. The Director of Pupil Services continually reviews the data from past reports and best practices to ensure we are appropriately meeting the needs of our students. With the increase of more students in the regular classroom we have also experienced a positive increase in our testing data for our students with differing abilities. In the middle school we were able to raise our sixth grade scores from 2017-2018 in the Advanced and Proficient range in ELA from 20.6% to 33.3% and in math from 6.1% to 15.2%. For our seventh grade students using the data from years 2017 to 2018 we were able to raise our Advanced and Proficient range from 29.4% to 34.4%. We did not raise in mathematics this year, however for our eighth grade students during the same time period we raised our Advanced and Proficient scores in ELA from 27.3% to 33.3% and our Math scores from 4.8% to 14.3%. At the high school the most recent Keystone data from the 2016-2017 school year to the 2017-2018 school year show improvement on our scores for students with Individualized Education Plans (IEPs). In ninth grade during the 16-17 school year we had 0% of our students with IEP's Advanced in Algebra and 14% of our students Proficient. During the 17-18 school year we moved to having 17% of our students with IEP's Advanced and 50% of our IEP students proficient. Our tenth-grade students with IEP's made improvements as well. Using the same school years 16-17 and 17-18 we saw increases in our Algebra and Literature scores. In 2016-2017 we had 10% of our students with IEP's score in the Proficient range where we had 14% score in the Proficient range during the 2017-2018 school year.

We had 70% of our students scoring in the Basic range during the 2016-2017 year and 86% of our students scoring in the Basic range in the 2017-2018 school year.

Additionally, we decreased the number of students scoring in the Below Basic range. In 2017-2018 we had 0% of our students scoring in this category while in 2016-2017 we had 10% of our students in this category. In Literature we had 36 % of our students with IEP's in the Proficient category during the 2016-2017 school year and increased to 40% during the 2017-2018 school year. We had 55% of our students scoring in the Basic range during the 16-17 school year while we had 53% in 18-19 and we decreased the number of students scoring Below Basic from 9% to 7%. In eleventh grade during the 16-17 school year we had 17% of our students Basic in Algebra and 83% of our students Below Basic. We made gains in the 17-18 school year. 33% of our students with IEP's moved to the Basic category and we decreased those in the Below Basic category to 67%. Because most students take their Keystone exams prior to twelfth grade there is not two years' worth of data to report. We are proud of the accomplishments that the team and the students have made. The Director of Pupil Services along with each building administrator will continue to monitor the data and best practices for our students.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

1.) We provide a Free and Appropriate Public Education (FAPE) to all 1306 students who attend our George Junior Facility, a school for adjudicated youth. All teachers hold a valid teaching certificate and instruction is aligned to the Pennsylvania Core Standards. Every attempt is made to have parental participation in the educational process. Eligible students receive special education services. Students in need receive occupational and/or physical therapy, speech therapy, hearing or vision support and assistive technology. Students can attend the regular classroom within the Maurice B. Cohill Jr. Academic Center.

2.) The District provides all students an education in the appropriate placement. There is a school building, the Maurice B. Cohill Jr. Academic Center, that provides regular education on the facility for students who qualify. All the teachers at the school are properly certified. Curriculum is aligned to the Pennsylvania standards and strategies employed are research based. If students need additional services, they may qualify for learning support services, life skills support, autistic support, emotional support, or any other services as needed.

3.) Barriers to providing FAPE to our 1306 students include: lack of parental participation, transiency, obtaining records from previous school district and/or identifying where the student was educated prior to enrolling at George Junior.

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).

Our students who are incarcerated will most likely be detained within the Mercer County Jail. Their education would be provided through Mercer Area School District. There is collaboration between Mercer Area School District and our District whenever a student would be placed within this facility. If our students were incarcerated elsewhere the District would work with that facility or the District associated with that facility to meet the needs of our students.

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

1. Our District utilizes the RTII model to ensure that all students are receiving interventions whether identified as special education students or not. All students work in groups according to their ability rather than their disability. The District employs instructional aides whose responsibility is to work in the classrooms so our special education students receive assistance and can be part of the regular classroom environment. Although not a procedure across the board, we have co-taught classes where our regular education teachers and special education teachers are working together to provide instruction to all students in the regular classroom. All students regardless of their disability attend special classes such as art, music, gym and library with their non-disabled peers. All students attend the same special activities such as assemblies with their non-disabled peers. The District is aware that we are not at state targets for meeting our students needs under Indicator 5 "educational environment": Are special education students in the regular classroom for 80% or more of the school day? This is a target we strive towards if it is in the best interest of the student.

As a District we have made changes to our programs so that all of our students in Science, Social Studies, Math and Language Arts will be taught with their non-disabled peers unless the IEP team feels that direct instruction in these areas would better meet their instructional needs. Adding the co-taught classes at the secondary level will allow the opportunity for our special education students to be in the regular education environment for a higher percentage of their day. We also have added an Academic Growth period allowing all students the opportunity to receive support. This is no longer just a service for our students with special needs. Our students with special needs and regular education students will be able to receive support without having to be assigned a resource period thus also decreasing the amount of time our special education students are out of the regular education environment.

2. The District employs the RTII model to ensure that all students are receiving interventions whether identified as special education students or not. For students working under and Individualized Education Plan (IEP) we start by ensuring the plan is individualized. We construct a program to meet individual needs as well as support their strengths. Each program for a child will look at least slightly different than their peers depending on the interventions and percentage of time warranted to meet their needs.

The District has adopted a Positive School Wide Behavior model along with the Olweus Anti-Bullying program. By working through class meetings, discussion groups, teacher in-service training, assemblies and collaboration with local law enforcement we work together to help maintain most of our students with behavior concerns in our District. The District has recently hired three school police officers who have been a huge support in this area.

Our faculty, Kindergarten through twelfth grade, are trained in the Student Assistance Program or SAP. SAP training is provided through the Mercer County Behavioral Health Commission. This service allows our District to partner with local mental health professionals and organizations to assist our students with mental health concerns. Our counselors are getting trained through the Caring Place in Pittsburgh to be able to provide grief counseling for our students.

In our Elementary schools we have a model that encompasses Flexible Instructional Groups. These groups are determined based on student needs for either intervention or enrichment. For thirty minutes per day students move to instructional groups to best meet their individual needs. The elementary school also incorporates cross class and cross grade grouping in order to differentiate instruction.

In the Grove City Area School District we are fortunate to be able to partner with Grove City College and Slippery Rock University. These partnerships provide us with tutors, mentors, in-service training for our professionals and paraprofessionals and resources that would otherwise not be available to a school district. We will continue to grow these partnerships to ensure the maximum participation and benefit for our students.

Grove City is also fortunate to have strong community support. Community members not only sponsor through monetary contributions, they make readily available opportunities for students to become involved in various activities. There is a community garden located at our middle school site. It is through the efforts of our community and our middle school students that nutritious food will be grown to support our local food pantry. Various community members are often part of our career days, helping to share job opportunities that may be readily available to students for summer employment or help to spark an idea in a young students' mind.

Our District has utilized the Standards Aligned System (SAS) portal through the Pennsylvania Department of Education web site. This portal has been useful in providing information on the Pennsylvania Core Standards, lesson plans to meet eligible content and for diagnostic tools and intervention strategies. Each team member has been trained to use the SAS portal. We are constantly looking for the updates and improvements to the web site. Most recently our special education teachers have been reviewing sections of the SAS portal regarding the Alternate Eligible Content.

We continue to improve our co-teaching model at both the middle and high school level. Grove City staff members have visited other school districts to observe the co-teaching model and inquire about best practices. Continued commitment to common planning time and resources for our teachers allows the program to flourish. Administrators observe the co-taught classrooms on an ongoing basis and discussion revolves around improving the delivery of instruction in all settings. The District has allocated in-service training opportunities for our special education and regular education staff to collaborate in effective lessons to meet the needs of all the learners in the classroom. Within the last three years we have provided various training to both regular and special education teachers as well as paraprofessionals to better educate our students with disabilities. Dr. Brian Buchan, our school psychologist worked for several hours with our paraprofessionals on characteristics of varying disabilities and how they can be a support for these students. Two specific in service opportunities he provided are: 1. Executive Functioning Assessments: Implications for the School age child and 2. Executive Functioning Interventions: Ways to Develop these skills. Our staff rotates through the Safety Care training provided by Midwestern Intermediate Unit IV to ensure we are properly trained on de-escalation and restraint techniques. 3. As previously mentioned the District is working to improve our numbers in Indicator 5-Educational Environment. The data for 2012-2013 show that the District had 54.3% of our special education students inside the regular classroom for 80% or more of the school day. The data for 2017-2018 show that the District had 60.0% of our special education students inside the regular classroom for 80% or more of the school day. This data shows the District is making strides to include more special education students in the regular education environment for a higher percentage of time. The District was a participant in the state-initiated Project Max. Through this intense training program both special education and regular education teachers learned valuable skills to meet even the most challenging academic needs in the regular education classroom. The Director of Pupil Services will continually review on- going data and best practices to ensure we are meeting the needs of all our students. Due to the increase of our co-taught classrooms at the middle and high school level, the math lab and supports for all students, the transition programming at the high school, the academic growth period at the middle school, and the upcoming change in the schedule at the high school we have allowed more opportunities for our special education students to receive supports in a regular education environment. When a student's needs either behaviorally or academically cannot be met within our school buildings we work as a team with parents, the student, special education teachers, regular education teachers, school administration and other individuals as deemed appropriate to make placement decisions. We currently have ■■■ students placed out of the District for various reasons. This is a decrease of four students from the previous reporting period.

All decisions for out-of-district placement are done on a case by case basis and only when interventions have not been successful in the regular school environment for an ongoing period.

List of Supplementary Aids And Services Used within the Grove City Area School District Include:
(this list is not all inclusive)

- scheduled time for co-planning and team meetings
- instructional arrangements that support collaboration
- professional development related to collaboration
- modified curricular goals
- providing alternate ways for students to demonstrate learning
- test modification
- providing alternative materials and/or assistive technology
- providing instruction on functional skills in the context of the typical routines in the general classroom
- changing method of presentation
- providing research based supplementary services
- providing instructional adaptations (e.g. pre-teaching, repeating directions, extra examples and non-examples)
- specific seating arrangements
- individualized desk, chair, etc.
- adaptive equipment
- adjustments to sensory input (e.g. light, sound)
- environmental aids (e.g., classroom acoustics, heating, ventilation)
- structural aids (e.g., wheelchair accessibility, trays, grab bars)
- social skills instruction
- counseling supports
- peer supports
- Individualized behavior plans

- modification of rules and expectations
- cooperative learning strategies
- Educational Aids

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.

1. Grove City Area School District has several Board Policies which specifically relate to Behavior Supports for students within the District. Each policy can be retrieved off of the District web site <https://www.grovecity.k12.pa.us> under School Board, Policies. Policy 113.1 Discipline of Students with Disabilities, Policy 113.2 Behavior Support, Policy 200 Student Discipline, and Policy 900 Relations with Parents/Guardians. The District has adopted a Positive School Wide Behavior Program Kindergarten through twelfth grade, to support our students needing tiered behavioral interventions. All teachers have been trained and use the language of the School Wide Behavior Program. Parental input concerning the program revealed that we need to have continual conversations with our staff regarding the importance of class meetings. Parents in the District are willing to continue to work with administrators and teachers to strengthen the school wide positive behavior expectations. The District also has the support of Midwestern Intermediate Unit IV for ongoing updates and training concerning the Positive School Wide Behavior Program.

The District has counselors in each school to help students who are experiencing behavioral problems to make better choices and provide guidance throughout the process to support our students needing Tier 2 or Tier 3 supports. During the 2014-2015 school year the District added an additional counselor at our sixth through eighth grade building. Our research showed that more supports at this level would greatly benefit our students. The District added a second psychologist during the 2017-2018 school year to assist with the testing of students so our senior psychologist could play a lead role in RTII and other initiatives as set forth by the District. The school psychologist plays an important role in helping to identify antecedents to behaviors and assisting to put together a plan for the student and the staff. If more intensive behavioral supports are necessary for our students who need Tier 3 support, we receive help from our Student Assistance Program (SAP) and outside agency services. There is a team approach to all behavior problems that include the student, the students' parents and/or care givers, the principal, the teachers and any other member that is necessary to support the student. The District elicits the assistance of the TAC team from Midwestern Intermediate Unit IV to conduct Functional Behavior Assessments and create Positive Behavior Support Plans for our students with more challenging behavioral concerns.

2. The District rotates its staff through Safety Care training provided by Midwestern Intermediate Unit IV. Through this training, members are taught positive de-escalation techniques and how to safely manage a student's behavior should physical redirection be necessary. The District continues to receive training and provide training to our staff on Positive School Wide Behavior as well.

These trainings focus on creating a positive, consistent climate in which students are encouraged by good behavior to limit negative behaviors. The Middle School and High School staff recently received training in the Safe2Say initiative. Through this training, participants learned warning signs for various mental health disorders affecting our students and how they may manifest in the school environment. Staff was also taught how to intercede in these circumstances.

3. Although the school does not have School-Based Behavioral Services we do work closely with outside agencies to provide behavioral supports for our students. We also work closely with Midwestern Intermediate Unit IV to provide training for our staff on how to work with students who are experiencing behavioral challenges.

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.

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category we elicit the support of Midwestern Intermediate Unit IV in Grove City, Pennsylvania. Services that are available within our District include, itinerant, supplemental, and full-time learning support, itinerant, supplemental, and full-time life skills support, itinerant, supplemental and full-time emotional support, itinerant, supplemental and full-time autistic support and itinerant speech and language support.

With the assistance of the Midwestern Intermediate Unit IV we have also been able to provide itinerant, and supplemental vision support, itinerant and supplemental hearing support, along with itinerant, supplemental and full-time interpreter services.

The District has contracted with Kids First Therapy LLC to service our Occupational and Physical Therapy needs.

When specific needs of our students cannot be met through the District or the support of the Midwestern Intermediate Unit IV, we contract with other educational entities. All placement and programming decisions are a team approach.

We identified the need in our District to house our own emotional support program to meet the needs of our students. Grove City committed to hiring a teacher to begin an emotional support program within our middle school beginning the 2012-13 school year. This program continues to grow and has expanded to a program in our high school. The District also identified the need to include autistic support programming. We hired two teachers to support students at the elementary level for either itinerant, supplemental or full-time autistic support. There is also itinerant and supplemental autistic support provided at the secondary level.

We also decided to service our own students with multiple disabilities. The District invested in hiring a teacher and purchasing the necessary equipment to provide for their education.

2. Grove City Area School District has been met with great success in meeting the individual needs of our students. We offer a variety of services and supplemental supports and aides in order to make students successful in the classroom. Assistive technology evaluations are made available to students who may present as an individual who would benefit. Assistive technology devices are made readily available to all who qualify.

One identified need for the District would be additional supports for our students with emotional and mental health concerns. Services are limited and difficult to obtain due to the lack of availability. We have one County Wide Mental Health Service provider who visits the school bi-weekly, however, we share her services with multiple other districts in the county. The District was fortunate to have two school-based counselors from outside agencies who could meet with our students, however, due to staffing shortages we are now working with only one counselor to meet the needs of our entire population.

3. The District plans to continue the continuity of services we currently provide for our students. We continually review our contracted services to ensure we have the best services to meet our needs and if not, we will find services that will provide what is necessary. We are adding an academic growth period to our high school schedule for the 2019-2020 school year. This period will allow all students to receive either intervention or enrichment as needed daily. It will provide the necessary time for regular education teachers to meet with students who may need re-teaching or review to master a concept.

The District was recently accepted as a school to utilize the RTII method for identifying students for special education services. Although we have utilized RTII services for years our goal is to strengthen our practices and interventions at each Tier by attending training and workshops presented by Midwestern Intermediate Unit IV and PaTTAN. The District also plans to expand upon our transition services so that our high school students with special needs will receive more opportunities for hands on job training. We have recently begun to utilize the George Junior Career and Technical Center to open more opportunities for students to receive hands on job training experiences. The District would like to capitalize on the program and grow the number of students in attendance.

Assurances

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
George Junior Republic	Nonresident	Grove City Area School District	

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
McGuire Memorial	Approved Private Schools	Autistic	
Glade Run	Other	Autistic	
Student's Home	Instruction in the Home	Multi-handicapped	
PA Western School for the Deaf	Approved Private Schools	Deaf/Hard of Hearing	
Glade Run	Other	Emotional	
Bethesda	Other	Emotional/Partial Hospitalization	

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Removed initials of teacher

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 18	15	0.4
Justification: The George Junior Republic school is a court appointed placement for school age boys. The students who attend this setting range from 6-18. Their placement time at this school is decided by a court judge. Age range is discussed at the IEP and a waiver is on file. The therapist does not group students of varying ages together for therapy.				
Locations:				
GJR	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 21	9	0.3
Justification: Students at the high school can be educated until they are 21 years of age. We have students that fit this profile, therefore age 13-21 has been reported. Age range is discussed at the IEP and a waiver in on file.				
Locations:				
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	Speech and Language Support	11 to 14	19	0.3
Justification: The speech therapist continues to see the students who receive Life Skills as well as autistic support, therefore, she has a caseload greater than 15. Her overall case load is still below the state average.				
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 12	16	0.4
Justification: There are four grades at Hillview, therefore, the age range may be greater than 3. Age range is discussed at the IEP meeting and a waiver is on file. The therapist typically does not group students of varying ages together for therapy.				
Locations:				
Hillview	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	27	0.6
Locations:				
Highland	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* November 21, 2016*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	2	0.1
Locations:				
Highland	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 8	4	0.5
Locations:				
Highland	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	1	0.1

Locations:				
Highland	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	1	0.1
Locations:				
Highland	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	Learning Support	5 to 8	1	0.2
Locations:				
Highland	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Removed initials of teacher

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	1	0.02
Justification: There are four grades at Hillview, therefore, the age range may be greater than 3. Age range addressed with parent at IEP meeting. Waivers on file.				
Locations:				
Hillview	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 12	9	0.45
Justification: There are four grades at Hillview, therefore, the age range may be greater than 3. Age range addressed with parent at IEP meeting. Waivers on file.				
Locations:				
Hillview	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	7 to 12	4	0.08
Justification: Age range addressed with parent at IEP meeting. Waivers on file.				
Locations:				
Hillview	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	7 to 12	1	0.05
Justification: Age range addressed with parent at IEP meeting. Waivers on file.				
Locations:				
Hillview	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 12	3	0.4
Justification: Age range addressed with parent at IEP meeting. Waivers on file.				
Locations:				
Hillview	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Removed initials of teacher

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	1	0.13
Justification: This teacher teaches in a building with children in grades 2-5 , however, ony services grade level 3. Age range is discussed during the IEP meeting. A Waiver is on file.				
Locations:				
Hillview	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 12	12	0.87
Justification: This teacher teaches in a building with children in grades 2-5 , however, ony services grade level 3. Age range is discussed during the IEP meeting. A Waiver is on file.				
Locations:				
Hillview	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2018*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 12	12	0.6
Justification: This teacher teaches in a building with children in grades 2-5 , however, only services grade level 5. Age range is discussed during the IEP meeting. A Waiver is on file.				
Locations:				
Hillview	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	4	0.4
Justification: This teacher teaches in a building with children in grades 2-5 , however, only services grade level 5. Age range is discussed during the IEP meeting. A Waiver is on file.				
Locations:				
Hillview	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 12	6	0.3
Justification: This is a life-skills class, therefore, the age range may be greater than 3. Age range is discussed at the IEP and a waiver is on file.				
Locations:				
Hillview	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	Life Skills Support	7 to 12	1	0.2
Justification: This is a life-skills class, therefore, the age range may be greater than 3. Age range is discussed at IEP meeting and waiver is on file				
Locations:				
Hillview	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	7 to 12	1	0.1
Justification: This is a life skills classroom, therefore, the age range may be greater than 3. Age range is discussed at the IEP and a waiver is on file.				
Locations:				
Hillview	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	Life Skills Support	5 to 12	2	0.4
Justification: Two students have been placed in the Hillview LSS classroom from the Highland K-1 Primary building, due to the supports within this building setting can better meet the needs of the two students who could not receive the same level of support in the Highland building. Age range is discussed during the IEP meeting and a waiver is on file.				
Locations:				
Hillview	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	10	0.2
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	9	0.8
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 28, 2017**Reason for the proposed change: Removed initials of teacher***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	23	0.75
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.25
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: February 28, 2019**Reason for the proposed change: Removed initials of teacher***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	20	0.4
Locations:				
Middle School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	7	0.6
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 15	1	0.1
Justification: Student that had prior homeschooling will be returning to the district to receive Emotional Support in this classroom. Age range is discussed at IEP meeting. A Waiver is on file.				
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 15	3	0.1
Justification: Emotional Support students have been brought back into the district and since this is the only Full-time Emotional Support classroom in the district, there may be an age range greater than 4. Age range is discussed during the IEP meeting and a waiver is on file.				
Locations:				
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	Autistic Support	9 to 15	6	0.5
Justification: The Autistic Support teacher may meet with the autistic children in a group, therefore, the age range may be greater than 4 as the Middle School services three grade levels. Age range is discussed during the IEP meeting and a waiver is on file.				
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 15	2	0.1
Justification: The age range may be greater than 4 because this school services three grade levels. Age range is discussed during the IEP meeting and a waiver is on file.				
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 15	1	0.15
Justification: The Autistic Support Teacher may meet with the autistic students in a group , therefore, the age range may be greater than 4 as the Middle School has 3 grade levels. Age range is discussed during the IEP meeting and a waiver is signed.				
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	9 to 15	1	0.05
Justification: The Autistic Support/Life Skills Support Teacher may meet with the students in a group , therefore, the age range may be greater than 4 as the Middle School has 3 grade levels. Age range is discussed at the IEP meeting and a waiver is on file.				
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 20	14	0.65
Locations:				
Sr. High	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	17 to 20	1	0.35
Locations:				
Sr. High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2018*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.33
Locations:				
Sr. High	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	12	0.67
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		
Sr. High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	14	0.75
Locations:				
Sr. High	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 18	4	0.25
Locations:				
Sr. High	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 28, 2018*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 17	1	0.15
Locations:				
Sr. High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	5	0.2
Locations:				
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	Life Skills Support	14 to 18	1	0.1
Locations:				
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	9	0.2
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	3	0.35
Locations:				
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: Class**Implementation Date: August 28, 2018**Reason for the proposed change: Removed initials of teacher***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 21	4	0.4
Justification: This is a life-skills classroom and students can attend until the age of 21, therefore, the age range may be greater than 4. Age range is discussed at IEP meeting and a waiver is on file.				
Locations:				
Sr. High	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%)	Multiple Disabilities Support	13 to 21	1	0.2
Justification: Students within this classroom are permitted to continue until age 21. Age range is discussed during IEP meeting and a waiver is on file.				
Locations:				
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	13 to 21	1	0.2
Justification: Students within this classroom are permitted to continue until age 21. Age range is discussed during IEP meeting and a waiver is on file.				
Locations:				
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	Life Skills Support	13 to 21	1	0.2
Justification: Students within this classroom are permitted to continue until age 21. Age range is discussed at IEP meeting and a waiver is on file.				
Locations:				
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:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	10	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	6	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2016*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 21	4	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	10 to 21	7	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 21	1	0.3
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 21	8	0.7
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/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:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	8	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2016*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 21	13	0.6
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 21	8	0.4
Justification: This is a junior/senior high building where students are all educated together, therefore, there could be the chance that a student would be in a classroom with someone who is 3 years older or younger than them. Age range is discussed during the IEP meeting and a waiver is on file.				
Locations:				
George Junior Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2016*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	8	0.75
Justification: Due to their individual needs when entering our program, we want to meet them academically where they can be successful. Age range is discussed during IEP meeting and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	12 to 21	3	0.25
Justification: This unit houses students from ages 12-21, therefore, there could be the chance that students who are 3 years older or younger than each other could be educated together. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Junior Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2016*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 21	5	0.3
Justification: Due to their individual needs when entering our program, we want to meet them academically where they can be successful. Age range is discussed during the IEP meeting and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 21	16	0.7
Justification: This building is a junior/senior high school, and we meet students needs where they are when they enter the program, therefore, there may be an age range of more or less than 3 years during instruction. Age range is discussed at the IEP meeting and a waiver is on file.				
Locations:				
George Junior Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	10	1
Justification: Due to this being a special needs unit, the students are placed within this program due to medical necessity and therefore there may be a greater than 3 year age difference within the educational placement of the students within the classroom. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
GJR	A Junior/Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 16	8	1
Justification: This is a special needs unit placement for students who require medical/adult supervision, therefore there may be a more than 3 year age difference within the educational placement of the students in this classroom. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	10	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 14	12	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* remove teachers initials**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	11	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic - RT	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	9	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	8	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	10	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	10	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* October 20, 2015*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 21	2	0.4
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	3	0.6
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 16	11	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2016*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 21	6	0.88
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 21	1	0.12
Justification: This building houses junior and senior high students and we meet the students where they need to be programmatically, therefore, the age range could be more or less than 3 years for some students. Age range is discussed at the IEP meeting and a waiver is on file.				
Locations:				
George Junior Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	10	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #40*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 21	11	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #41*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 21	9	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #42*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	9	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #43*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	10	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #44*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	10 to 18	8	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #45*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	9	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #46*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 28, 2019*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 21	10	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #47*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 12	5	0.42
Justification: We have only one autistic support classroom in the building of grades 2-5, therefore the age range may be greater than 3. Age range is discussed at IEP meeting and a waiver is on file.				
Locations:				
Hillview	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 12	4	0.5
Justification: We have only one autistic support classroom in the building of grades 2-5, therefore the age range may be greater than 3. Age range is discussed during the IEP meeting and a waiver is on file.				
Locations:				
Hillview	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Students requiring services for the deaf and hearing impaired are attending buildings in Hillview and the Middle School for the 17-18 school year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	5	0.6
Justification: We contract the IU for Hearing Impaired services. We have students that need this service throughout the district.				
Locations:				
District Wide - IU provides	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	11 to 15	2	0.4
Locations:				
District Wide-IU provides	A Junior High School Building	A building in which General Education programs are operated		

Program Position #50*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017

Reason for the proposed change: A former homeschool student enrolled formally within the district. Students requiring blind or visually impaired support services are attending Hillview Elementary, the Middle, and High school buildings for the 17-18 school year.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 15	2	0.5
Justification: We contract this service through the IU.				
Locations:				
District Wide - Vision by IU	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 21	1	0.25
Justification: We contract the IU for Blind or Visually Impaired services. We have students that need this service throughout the district.				
Locations:				
District Wide - Vision IU	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	Blind or Visually Impaired Support	5 to 12	1	0.25
Justification: We contract the IU for Blind and Visually Impaired services. We have students that need this service throughout the district.				
Locations:				
District Wide - Vision IU	An Elementary School Building	A building in which General Education programs are operated		

Program Position #52*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017

Reason for the proposed change: The Multi-Disabilities Classroom will be moving to the Middle School to offer the students a one level school for mobility as well as the Middle School environment to help with the transition to High School in the future.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	7 to 14	2	0.5
Justification: The Multi-Disabilities Classroom will be moving to the Middle School to provide a one level school setting for mobility as well as the Middle School environment to help in the transition of students to the High School in the future. This room has a bathroom to support the needs of our Multi-Disabled students.				
Locations:				
Middle School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 14	7	0.5
Justification: The LSS setting is specifically for Middle School age students preparing for the transition to the High School LSS classroom.				
Locations:				
Middle School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #53*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* January 4, 2016*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 14	9	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #54*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* January 4, 2016*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	10 to 14	9	1
Locations:				
George Jr. Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #55*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 12, 2016*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	2	0.15
Locations:				
Hillview	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 12	16	0.85
Locations:				
Hillview	An Elementary School Building	A building in which General Education programs are operated		

Program Position #56*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2016*Justification:* Compliance for classroom location was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This classroom is a self-contained therapeutic support unit housed at the George Junior Republic for adjudicated youth. All subjects are taught in one room. Students do exit to the main campus for art, gym and music.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 21	1	1
Justification: This unit houses students who are age 12 -21 so students who are three years younger or three years older than each other can be educated together. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
George Junior Republic	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #57*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	19	1
Justification: Due to their individual needs when entering our program, we want to meet students academically where they can be successful. Students at George Junior are court placed in to the facility. George Junior does their best to separate students by age, however, this is not always possible. Age range is discussed during the IEP and a waiver is on file.				
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #58*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* Removed initials of teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 12	49	1
Justification: There are four grades at Hillview, therefore, the age range may be greater than 3. Teacher services students with LSS, SLI, AS, ES, SLD, Dysphagia Support. Age range is discussed at IEP meeting and a waiver is on file.				
Locations:				
Hillview	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services	District	0.75
Special education aides	Hillview	5.5
Special Education aides	Highland	2
Special education aides	Middle school	4
Special education aides	Senior High	4
Special education aides	George Junior Republic	21
Psychologist	District	2
Special education secretary	District	1
Special education secretary	High school	0.5
Special education secretary	Middle school	0.5
Special education secretary	George Junior Republic	1
Special education secretary	Hillview	0.5
Director of Pupil Services	George Junior Republic	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	3 Days
Physical Therapist	Outside Contractor	2 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Staff will gain a better understanding of characteristics of students with an autism spectrum disorder. Staff will learn how to accommodate for students with an autism spectrum disorder in the classroom.
Person Responsible	Jennifer Connelly, Building Administrators
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	150
Provider	Jennifer Connelly
Provider Type	PaTTAN, Midwestern Intermediate Unit IV
PDE Approved	Yes
Knowledge Gain	<ul style="list-style-type: none"> Staff will gain a better understanding of the varying characteristics of students with an autism spectrum disorder and how this can affect students in the classroom. Staff will gain a better understanding of strategies they can employ to assist students who are identified with an autism spectrum disorder.
Research & Best Practices Base	<ul style="list-style-type: none"> Practical strategies that can be employed in the classroom to better accommodate for students on the autism spectrum. In-service strategies will be presented using material from <i>The School Community Tool Kit</i> courtesy of Autism Speaks.
For classroom teachers, school counselors and education specialists	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • Department Focused Presentation • Professional Learning Communities
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional • New Staff • Other educational specialists • Related Service Personnel • Parents
Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (PreK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion
Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Participant survey

Behavior Support

Description	<p>Staff will learn the use of appropriate de-escalation techniques and Safety Care along with implementation and proper maintenance of the School Wide Positive Behavior Program.</p> <p>The District rotates staff through the Safety Care training at Midwestern Intermediate Unit which instructs on proper de-escalation and restraint techniques. The initial training is a two-day in-service. Participants then need to go yearly for updated training.</p> <p>The District has a schedule of events that occur to implement the School Wide Positive Behavior Program:</p> <ul style="list-style-type: none"> • Monthly data team meetings • Fall/Winter/Spring All Staff "refreshers" • Monthly grade level refreshers with grade level team members • School Safety Evaluations/Survey and results review (team meeting) • Benchmarks of Quality (BOQ) assessment (data team) • Yearly student refreshers (4x per year) in the form of assemblies • New Staff Orientation
Person Responsible	Building Administrators
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	34
# of Participants Per Session	95
Provider	Midwestern Intermediate Unit IV, Grove City Area School District
Provider Type	IU
PDE Approved	Yes

Knowledge Gain	<ul style="list-style-type: none"> • Staff will gain knowledge on how to de-escalate troublesome behavior and utilize Safety Care management techniques. • The District will continue its training efforts surrounding Positive School Wide Behavior and expand it to our Middle School during the 2019-2020 school year.
Research & Best Practices Base	<ul style="list-style-type: none"> • Approved program of Safety Care presented by certified trainers from Midwestern Intermediate Unit IV. • Approved program of Positive School Wide Behavior Supports provided by certified trainers through Midwestern Intermediate Unit IV.
For classroom teachers, school counselors and education specialists	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Professional Learning Communities
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional • New Staff • Other educational specialists • Related Service Personnel • Parents

Grade Levels	<ul style="list-style-type: none">• Elementary - Primary (PreK - grade 1)• Elementary - Intermediate (grades 2-5)• Middle (grades 6-8)• High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Lesson modeling with mentoring• Joint planning period activities
Evaluation Methods	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Observation on how staff handles student behaviors. Are they able to de-escalate a situation?• Review of restraint data at the end of the year to review trends and patterns.• Review of School Wide Data regarding office referrals, behavior trends, etc. to see where more in-service training is necessary, or intervention is warranted.

Paraprofessional

Description	Increase paraprofessionals knowledge base to better prepare them to work with students and staff.
Person Responsible	Jennifer Connelly, Administrative Team
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	36
Provider	Building principals in charge of special education
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<ul style="list-style-type: none"> Paraprofessionals will have their role defined and will be given strategies for working collaboratively with the classroom teacher. Paraprofessionals will gain insight on the varying disability categories of the students they work with. Paraprofessionals are always part of District-wide training opportunities.
Research & Best Practices Base	<ul style="list-style-type: none"> Best practices for how paraprofessionals can be a support in the classroom not only to the teacher but also to the students.
For classroom teachers, school counselors and education specialists	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Instructs the leader in managing resources for effective results.
Training Format	<ul style="list-style-type: none"> Series of Workshops School Whole Group Presentation Live Webinar Professional Learning Communities

Participant Roles	<ul style="list-style-type: none"> • Principals / Asst. Principals • Paraprofessional • Other educational specialists • Related Service Personnel
Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (PreK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Journaling and reflecting
Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Review of written reports summarizing instructional activity. • End of the Year Paraprofessional Evaluation.

Reading

Description	In-service training on strategies for new requirements relating to the Pennsylvania Core Standards with close attention to changes made due to the Every Student Succeeds Act (ESSA).
Person Responsible	Jennifer Connelly
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	18
# of Participants Per Session	50
Provider	Amy Leech, Reading Coach, and Building Administrators
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<ul style="list-style-type: none"> • The teachers will be better equipped to articulate best practices to assist our students with the requirements of the Pennsylvania Core Standards. • Kindergarten through third grade will primarily focus on training teachers to utilize the Wilson Foundations reading program. This program is a recognized leader in multisensory, structured explicit language instruction. • Kindergarten through fifth grade will continue to develop the non-negotiable sight words through in-service training. • Kindergarten - Twelfth grade will continue to utilize and provide professional development for teachers on the SRA direct and corrective reading program.
Research & Best Practices Base	<ul style="list-style-type: none"> • The Pennsylvania Core Standards were developed as the measure of our students learning. As a District we need to be sure that we are exposing our students to the Pennsylvania Core requirements so they are successful and prepared beyond schooling in our District. Prior to exposing the students to Constructed Response, Text Dependent Analysis, Close Reading and Guided Reading, all research-based reading strategies which the District utilizes and receives on-going professional development on, we need to lay the groundwork for reading instruction by starting at the beginning building blocks.

	<p>To do so, the District has selected to utilize the Wilson Foundations Reading Program for our students in the elementary grades.</p> <p>This program can also be utilized as Tier 2 and Tier 3 reading interventions for the secondary level.</p> <p>The instruction aligns with Pennsylvania's rigorous college-and career-ready standards.</p> <p>Wilson Foundations makes learning to read fun while laying the groundwork for life-long literacy. It is a systematic program in critical foundational skills, emphasizing:</p> <ul style="list-style-type: none"> • Phonemic awareness • Phonics/word study • High frequency word study • Reading fluency • Vocabulary • Comprehension • Handwriting • Spelling
<p>For classroom teachers, school counselors and education specialists</p>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Series of Workshops • Department Focused Presentation • Professional Learning Communities
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Paraprofessional • New Staff • Other educational specialists • Parents
Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (PreK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Transition

Description	<p>Enhancement of Transition programming for our students at the high school and middle school levels including soft skills training as well as on the job work training opportunities with adult job coaches. The District has strengthened programming through the Office of Vocational Rehabilitation (OVR) and will continue to do so in order to meet the needs of our students. The District is introducing parents/students to OVR at a younger age through OVR's Early Reach program. The District will advocate for students who are eligible to participate in the WIBLE job training and other job training experiences.</p> <p>The District will also work to improve its development of Indicator 13 on students Individualized Education Plans (IEP's). The District will receive training through Midwestern Intermediate Unit IV.</p>
Person Responsible	Jennifer Connelly
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	12
# of Participants Per Session	33
Provider	MIUIV
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	<ul style="list-style-type: none"> Teachers will be better prepared to assist students with transition goals and on the job training skills. Teachers will be better prepared to write effective, compliant IEP's for our students.
Research & Best Practices Base	<ul style="list-style-type: none"> Utilizing training provided by PaTTAN and Midwestern Intermediate Unit IV, along with other resources teachers will receive researched based practices on transition programs and services to better prepare our students. Staff will continue utilization of Indicator 13 training provided by Midwestern Intermediate Unit IV.
For classroom teachers, school counselors and education specialists	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	<ul style="list-style-type: none"> • Series of Workshops • Department Focused Presentation • Professional Learning Communities
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Other educational specialists • Parents
Grade Levels	<ul style="list-style-type: none"> • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Continual review of data from our students who graduate high school. Were they prepared for the workforce? What can we do to better prepare our students for life beyond high school?
Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Review of IEP's completed by middle school and high school special education staff. • Successful completion of compliance monitoring.

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