

Big Spring SD

**Special Education Plan Report**

07/01/2020 - 06/30/2023

# District Profile

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## Demographics

45 Mount Rock Rd  
Newville, PA 17241-9412  
717-776-2000  
Superintendent: Richard Fry  
Director of Special Education: William Gillet

## Planning Committee

Name	Role
Richard Fry	Administrator : Professional Education Special Education
Megan Frantz	Elementary School Teacher - Special Education : Special Education
Luke Nerone	Middle School Teacher - Regular Education : Professional Education Special Education
Charity Frankiln	Parent : Special Education
Abigail Leonard	Special Education Director/Specialist : Special Education
William Gillet	Student Services Director/Specialist : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 566

### *Identification Method*

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

Big Spring currently utilizes the Significant Discrepancy Model in identifying whether a student qualifies with a specific learning disability. In the evaluation process, the school psychologist individually administers standardized cognitive and achievement tests to assess the student's current level of ability and academic achievement. An ability-predicated achievement model is used to determine if a discrepancy exists between the student's level of cognitive ability and achievement using aged-based norms and standards. The evaluation is comprehensive in assessing for the student's achievement in the areas of oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematical calculations, and mathematic problem solving.

Curriculum based assessments and other relevant educational data are also reviewed to assess whether the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, standards, or intellectual development. As part of the process, the team also evaluates to ensure that the effects of the student's environment, culture, or economic background are not impeding his or her access to the regular education curriculum. Educationally relevant medical findings are also considered in the eligibility process as outlined in the regulations. The team also examines factors associated with Limited English Proficiency, Emotional Disturbance, Intellectual Developmental Disability, and visual, hearing, and motor disabilities in determining eligibility for a specific learning disability.

### *Enrollment*

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

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

A review of enrollment figures across disability categories indicates the following:

#### **Specific Learning Disability**

The District's percentage of students identified with a Specific Learning Disability is 46% as compared to the state percentage of 40.6%. One potential reason the District's figures are higher than the state average is related to pre-referral intervention strategies that have been put in place at

the elementary level. The District implemented an intervention model at the elementary and middle school level which provides reading interventions to regular education students based on student performance on a benchmark assessment. The interventions provided are significant and the implementation of this model has impacted the number of students identified as SLD in the following ways:

- 1) The intervention support provided is comparable to some of the specially designed instruction that might be provided by an IEP. As a result, the district uses data when students are not making adequate progress in the reading interventions to make special education referrals much earlier than in previous years.
- 2) Our previous plan identified that the District percentage of students with SLD were lower than the state average (BSSD= 40.5% and PDE= 44.3%). As a result, the District refined the referral process and provided staff training to help ensure that staff recognize potentially eligible students earlier and refer them for evaluation.

### **Other Health Impairment**

The District's percentage of students with an Other Health Impairment is 11.5% compared to the state average of 16.4%. It should be noted that the District's percentage of students with OHI has been significantly higher than the State's for several years. The District believes that training, along with the refinement of the reading intervention programs has allowed for earlier identification in other disability categories such as Specific Learning Disabilities. In addition, a significant number of students are also exhibiting characteristics of students with Other Health Impairments, but not rising to the level to meet the Federal definition of this disability category.

### **Speech and Language Impairment**

The District's percentage of students with a Speech and Language Impairment is 17.2% as compared to a state average of 14.3%. This discrepancy is only 3%. The District has a large number of students in poverty. Research has shown that students in poverty often have increased issues with speech and language, especially during their primary years of schooling. We believe this accounts for the higher slightly higher than state average figures.

### ***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?

There are currently no Section 1306 facilities within the borders of Big Spring School District.

## *Incarcerated Students Oversight*

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

The District recognizes our operational responsibility to offer FAPE to each student who is eligible for special education until the student or students turn 21. Students who turn 21 are entitled to finish that school term.

Although no correctional institution is located in the district, if one did exist, the District would comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense.

Specifically, school districts providing special education services to incarcerated school-age individuals are required to:

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

Further, if a correctional institution were located in the District, the District would have a responsibility to adopt and use a system to locate and identify all students within the District's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notices under Section 14.121. Districts should send their annual public notice to the warden of each county jail or prison within their jurisdiction.

Furthermore, districts in which local correction institutions are located must develop a systematic, on-going means of communicating with these institutions to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, districts may obtain information from the Department's PennData database to determine whether school-age inmates have been previously identified as eligible for special education by contacting the Records Center at 717-541-8575 or 1-800-945-7854

Finally, Section 614(d)(6)(B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of section 612(a)(5)(A) and 614(d)(1)(A) (least restrictive environment) if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. Where the continued delivery of services in a student's IEP is superseded by the duty of the local correction institution to maintain and control security, the school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

### *Least Restrictive Environment*

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

The Big Spring School district supports the mandate of Least Restrictive Environment (LRE) for the education of its exceptional students in program planning and implementation. The District developed an intervention model for all students which includes a specific block of time each school day for students to receive remedial instruction in addition to the basic instruction at the core level. During this "What I need" or "WIN" time students are provided with interventions to help target specific areas of weakness in core content areas such as reading and math. This model has been in place at the elementary level for the past 10 school years and the last seven years at the secondary level.

In addition to regular education initiatives such as WIN, the District supports the practice of early identification and evaluation of each thought to be exceptional student. The District plans for and implements a continuum of programs and services to provide instructional support to students found to be in need of assistance in order to benefit from regular education programs to the maximum extent possible. Individual aides have also been provided for students when such support enables a student to remain in the least restrictive environment. Currently the District has at least 11 students in the school district that have individualized instructional aide support in the classroom setting to assist in their educational programming. In addition, the District has worked collaboratively with several Intensive Behavioral Health Services (IBHS) agencies to provide Therapeutic Staff Support (TSS), Behavioral Support Consultants (BSC) and Family Based Services to their clients during the school day. Currently the District has at least 10 students who receive these support services.

The District is currently working with the Capital Area Intermediate Unit as well as our consortium colleagues to develop and Implement Positive Behavior Intervention Supports (PBIS) as well as Response to Intervention in all buildings. In addition, staff members are researching current best practice models in varying areas and have participated in trailings as well as on site visits of other Educational entities using these programs. The District is also using Direct Instruction programs such as SRA Corrective Reading, SRA Reading Mastery, Read 180 and System 44 to help develop

student's reading skills and conducts routine ongoing training of staff in how to use these programs. The district will continue to have ongoing communication and meet with our educational partners to ensure a continuity of programming. The Director of Pupil Services and Assistant Supervisor of Special Education will continue to attend CASSP meetings for district students and will participate in IEP meetings for all students in out of district placements. The District also participates in monthly Special Education Advisory Council meetings and PaTTAN trailings to be sure that we are up to date on the latest special education initiatives.

Big Spring School District serves 87.3% of its exceptional student population in their home school district. To this end, 60.7% of its exceptional students from K-12 are included in the regular classroom for more than 80% of the school day. The majority of these students are fully included for the entire school day with supports being provided by a special educator and instructional aide in the regular education setting. The District accomplishes this through the use of collaborative teams where a special educator or an instructional aide is paired up with a regular education teacher. Many of these students also receive targeted instruction in reading or math which is provided in addition to the instruction in the regular education setting. For example, at the elementary level students are included in the regular education setting for 80% of their reading block instruction and then provided with small group targeted instruction for the other 20% of the time in a special education setting. At the secondary level these students attend regular education English and math courses and are then provided with an extra reading and math courses to help students develop the skills targeted by their IEP goals.

Big Spring School District serves 6.8% of its exceptional student population inside the regular education setting less than 40% of the school day. These students are provided one or more replacement classes taught by a special education teacher. A majority of these students are in their home school and have access to the regular curriculum to the greatest extent possible. These students are included in the regular classroom setting for academic content other than reading, writing and math in addition to the special education instruction they receive in a separate setting and have opportunities to participate with their non-disabled peers as deemed appropriate by the team.

Many students also receive a full complement of related services including, but not limited to, speech and language, occupational therapy, physical therapy, audiology, itinerant vision and hearing support, personal care aides, assistive technology, autism and behavior support, counseling, and transition services. Many High School students are transported from their schools daily to participate in work experiences, both within the District and in the community.

All students being served within the Big Spring School District, including those students who have IEPs requiring part-time/full-time classes, have opportunities to interact with their same-aged peers. The level of interaction is determined individually through the IEP process. All students in the District participate in non-academic areas in the general education environment. Those with the most severe disabilities spend time with the regular education peers on the playground, at recess, in the cafeteria, and at assemblies and special programs.

The District currently has 72 students who are receiving their educational services outside of the District. Of these 72, 10 are fully included in regular school buildings in neighboring school districts, 19 are placed by the District in a program for emotional support and/or mental health reasons, 4 were placed in a mental health program by another agency, 19 are placed in an adventure ed.

setting, 12 are in an Autistic support program, 7 are in a center based IU program and 1 is in Approved Private School Programs. Decisions to place students out of the district are made by individual IEP teams, based on individual needs. The District provides a full continuum of options to meet the needs of its students. The District collaborates and plans with, a consortium of 6 neighboring school districts, in order to provide services to students in the least restrictive environment. The district may seek placement outside the regular school when a student's needs are so severe that they cannot be met with supplementary aids and services. This may occur when a student presents a danger to himself or others in the regular education setting, or when he or she needs a non-traditional school environment or program, such as an adventure-based program for a brief time to address emotional or behavioral needs. In a small number of cases, the District has supported a parent request to educate a child in a specialized private school.

The Director of Pupil Services and/or Assistant Supervisor of Special Education participate in all IEP meetings for students who are placed out of the District. Each IEP team discusses the student's readiness to return to his home school. They assist the team in developing a transition plan to successfully implement the student's return to the District.

The District currently contracts with a private licensed school to provide educational services to adolescent students with emotional disturbance. The program includes a therapeutic component, adventure-based education and experiential education in addition to academic instruction.

The District currently contracts for a full-time equivalent Board Certified Behavior Analyst as well as four Registered Behavior Technicians to provide support students with significant behavioral needs.

Through the Intermediate Unit, the district has access to training and consultation to enable its staff to increase their skills and expertise. The district also has access to direct services and supports for both the staff and students. This relationship also provides the district with the opportunity to suggest and/or request new programs and services to be developed to address unmet needs.

Through our collaboration with our local child-serving agencies and participation in interagency meetings, the district has the opportunity to learn about different and innovative programs and services being offered elsewhere and to explore possible partnerships in developing new programs locally.

### *Behavior Support Services*

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

The District is currently in the fifth year of School Wide Positive Behavioral Interventions and Support (PBIS) implementation. Team members have participated in PBIS trainings as well as received on-site support from a certified PBIS trainer. Each year the District conducts trainings at faculty meetings for all staff, regarding basic behavior management techniques as well as Tier One



expectations within PBIS. Data based decisions are made regarding students who require more behavioral support than can be provide in the classroom. Students receive increasingly intensive interventions as warranted by data. Students who do not respond to Tier Three interventions are referred for evaluation. District PBIS support teams meet monthly to discuss building level concerns and strategy plans.

### **Summarized School District Policy**

Staff members are trained on the behavior support policy and also are offered staff development programs to provide them with additional strategies and/or trainings in behavior management. Many district staff members have attended workshops outside the district on the topics of Behavior Management.

The district is committed to providing training in the area of Safe Crisis Management (SCM). Many staff members are certified in SCM including all Emotional Support, Autism Support, Life Skills Support and MDS staff. In addition, each building has a team of regular education teachers who receive training. These faculty members are specifically trained to avert and diffuse explosive behavioral situations which may occur in school. **Much training is given to the preventive nature of this approach, including de-escalation techniques.**

Many of these concepts are incorporated into the behavior support plan of our students' IEPs. There is are Emotional Support teachers at the elementary, middle school and high school level who provide support to identified students at their respective levels. The District also employs a behavior specialist who is available to consult with staff and contracts with a Board Certified Beahvior Analyst for students wtih more severe behaviors. Staff members are trained regarding the district's behavior support policy and also are offered staff development programs to provide them with additional strategies and/or trainings in behavior management.

The District contracts with outside agencies to provide emotional support services to those students who require a higher degree of support than is available within the least restrictive environment. The school psychologists as well as the Capital Area Intermediate Unit have provided and will continue to provide trainings on Functional Behavior Assessments and Behavior Intervention Plan. The District contracts with Dr. Shawna Brent, board certified child/adolescent psychiatrist. Dr. Brent provides consultation to the school district employees to provide services to those students and their parents who are in need of psychiatric consult.

The District is working with a neighboring district to run three therapeutic emotional support classrooms, one at the elementary level, one at the middle school and one at the high school level. The program provides counseling by a local behavioral health agency. Psychiatric consultation will be provided by Dr. Shawna Brent, board certified child/adolescent psychiatrist.

The District continues to be concerned about the need to use out of school suspensions in order to provide a safe learning environment for students. The District conducts manifestation reviews when out of school suspension constitutes a pattern. The District also conducts many Functional Behavioral Assessments in order to aid the team in determining proper behavior plans to be added or modified in the student's IEP. A School Psychologist is always involved in each Functional Behavior Assessment or Manifestation Determination.

Referrals are made to the Student Assistance Program (SAP) team at elementary, middle school, and high school level. Students are referred by students, staff, or parents. Students can make a self-

referral as well. All referrals are reviewed by the SAP team for appropriateness prior to any action. SAP team members include teachers, school psychologists, administrators, school nurses, and guidance counselors. SAP team members are all specially trained to serve on the SAP team; training is provided by the Intermediate Unit. The team meets weekly to discuss referrals and make recommendations.

Staff members are trained on the district's behavior support policy and also are offered staff development programs to provide them with additional strategies and/or trainings in positive behavior support and de-escalation strategies.

### *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.

### **Ensuring FAPE**

At the present time the district has no unresolved issues of locating services for difficult to place students. When faced with barriers to educational placement for these students, we work to collaborate with parents as well as the IU Interagency Coordinator, local community child-serving agencies (county MH/IDD offices, Children & Youth, Probation and Vocational Rehabilitation). Interagency meetings are requested, such as through CASSP, and are scheduled to include all involved parties, including the family. When needed, the assistance of the Regional Interagency Coordinator at PaTTAN is also requested.

### **Hard-to-Place Students**

The District is not experiencing difficulty locating placements and services for students, and has not for at least 20 years. The District is pro-active in seeking contracts with private agencies and establishing classrooms operated by our consortium in order to ensure a full continuum of services. If there were difficulties in locating a placement, the District would contact the IU interagency coordinator, Cumberland County Child and Adolescent Service System Program (CASSP) or the regional interagency coordinator at PaTTAN.

CASSP meetings occur if needed for students involved with more than one agency, including the school. These meetings are useful for coordinating efforts of all interested parties, including the parents. At these meetings, a better understanding of the student occurs and additional services are considered as part of this process.

The district also supports Behavioral Health Services for students and encourages Wrap-around support including TSS and behavior support in the school setting.

Cordero class members are submitted if there are such students involved. Coordinated efforts are made to ensure successful attendance and participation in the district's programs. Alternative programming is also considered as part of this process.

# Assurances

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## Special Education Assurances

*No policies or procedures have been identified.*

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
River Rock Elementary	Other	Elementary ES/Alt Ed	5
Mooreland Elementary @ Carlisle SD	Neighboring School Districts	Speech and Language	3
MT. Holly Elementary @ Carlisle	Neighboring School Districts	Learning Support	1
CAIU	Special Education Centers	Emotional Support/Autism Support	5
Merakey Carisle Autism School	Special Education Centers	Autism Support	6
VISTA classroom @ North Dickinson Elementary, Carlisle SD	Neighboring School Districts	Autism Support	4
River Rock, Carlisle Center	Other	emotional Support/Alternative Education	2
River Rock, Newville Campus	Other	emotional Support/Alternative Education	10
Yellow Breeches Education Center	Special Education Centers	Emotional Support	19
NewStory	Other	Autism Support	4
Vista Autism School	Other	AS	1
Western PA School For Blind Children	Approved Private Schools	BVI,MDS	1
Merakey Chambersburg Autism Program	Other	AS	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 22, 2016

*Reason for the proposed change:* change FTE % due to needs

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	6	0.4
Locations:				
Big Spring High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	15	0.6
Locations:				
Big Spring High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 22, 2016

*Reason for the proposed change:* Adjust caseload to reflect current numbers.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	28	1
Locations:				
Big Spring High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #3

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 22, 2016

*Reason for the proposed change:* High School Life Skills class with students who are outside the 4 year age range.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Life Skills Support	16 to 21	9	1

but More Than 20%)				
Justification: It's a high school life skills class, there are students who are over 18 and have not left. They are in vocational programming and the parent has signed age range waiver allowing them to be assigned to this class when they are in school.				
Locations:				
Big Spring High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016*Reason for the proposed change:* change in FTE due to change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	2	0.6
Locations:				
Big Spring High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	20	0.4
Locations:				
Big Spring High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 1, 2019*Reason for the proposed change:* Students are only served within allowable age range groupings**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 11	6	1
Justification: This is the only elementary aged consortium classroom in the area. The IEP team has determined that its best to keep these students in a neighborhood school rather than require them to travel to the next closest class which is in the Harrisburg area (30 miles away)				
Locations:				
Oak Flat Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type: Position

Implementation Date: August 27, 2018

Reason for the proposed change: This position is primarily Learning Support/Inclusive Math support. Due to some changes in regular ed staffing we were able to free up a classroom in the math wing of the building. Relocating this position will place the teacher in the same location as regular education colleagues/classes.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	2	0.2
Locations:				
Big Spring 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	16 to 18	14	0.8
Locations:				
Big Spring High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #8**

Operator: Outside Contractor for the School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: August 22, 2016

Reason for the proposed change: no longer has supplemental students due to a change in programming.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	10	1
Locations:				
Big Spring High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #9**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: August 22, 2016

Reason for the proposed change: Change in caseload assignments due to lower LS numbers and Higher ES numbers

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 17	21	1
Locations:				
Big Spring High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016*Reason for the proposed change:* change in FTE due to needs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	2	0.6
Locations:				
Big Spring 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	17 to 19	14	0.4
Locations:				
Big Spring High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016*Reason for the proposed change:* reduced caseload due to assignment as transition coordinator/job skills teacher.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	3	1
Justification: clerical error - both segments shows Itinerant.				
Locations:				
Big Spring High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 10, 2017*Reason for the proposed change:* Due to declining enrollment we are re-allocating this position from HS Learning Support to Middle School MDS to better fit District's needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	12 to 15	8	1
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		



**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 1, 2019*Reason for the proposed change:* Second segment was incorrectly Listed as supplemental, its been changed to itinerant**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	2	0.5
Locations:				
Big Spring 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	14	0.5
Locations:				
Big Spring High School	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 22, 2019*Reason for the proposed change:* Changing location of classroom due to renovation of building.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	8	0.3
Locations:				
Big Spring 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	13 to 14	11	0.7
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:* Position

*Implementation Date:* August 22, 2016

*Reason for the proposed change:* New Grade level numbers of students are different than previous year.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	9	0.8
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	1	0.2
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #16**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 28, 2014

*Reason for the proposed change:* change in level of assigned students

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	13	0.7
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	4	0.3
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #17**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* August 22, 2020

*Reason for the proposed change:* Added a segment as teacher has both Itinerant and Supplemental

**PROGRAM SEGMENTS**

Type of Support	Level of	Age Range	Caseload	FTE
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	Support			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	3	0.3
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	14	0.7
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016*Reason for the proposed change:* updated to reflect current caseload numbers**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	9	0.75
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	12	0.25
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* grade level had different needs than previous year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	3	0.7
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	13	0.3
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 1, 2019*Reason for the proposed change:* Change in needs and re-distribution of speech clinicians**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	47	1
Justification: Speech clinician does not see students in groups out of age range.				
Locations:				
Newville Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016*Reason for the proposed change:* adjust numbers to reflect current caseload**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 15	7	0.9
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 13	1	0.1
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016

*Reason for the proposed change:* updated to reflect current caseload numbers

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	26	1
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #23**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 25, 2014

*Reason for the proposed change:* Change in needs of current class.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	13	0.7
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	7	0.3
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #24**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* April 1, 2019

*Reason for the proposed change:* changing location of classroom after renovations.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 13	16	1
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #26**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 22, 2016

*Reason for the proposed change:* updated to reflect current caseload numbers

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	10	0.8
Locations:				
Mount Rock Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	3	0.2
Locations:				
Mount Rock Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #27**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 17, 2020

*Reason for the proposed change:* Removed supplemental segment - all students are itinerant on this caseload

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 10	25	1
Locations:				
Mount Rock Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #28**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 19, 2020

*Reason for the proposed change:* high school segment removed as these students are serviced by another clinician

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	40	0.65
Justification: Clinician only sees students in age appropriate groups.				
Locations:				
Mount Rock Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 10	21	0.35

Justification: Clinician does not see students in groups outside of age range				
Locations:				
Oak Flat	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #29***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018

*Reason for the proposed change:* We have recently renovated Newville Elementary and are switching the classroom location only to a different room in the same elementary building. There are no other changes to the caseload or position.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	6	0.7
Locations:				
Newville	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	9 to 9	15	0.3
Locations:				
Newville Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #30***Operator:* Outside Contractor for the School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 1, 2019

*Reason for the proposed change:* Change in staffing distribution of speech services in the District

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	34	0.6
Justification: Clinician only sees students in age appropriate groups				
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	Speech and Language Support	14 to 17	12	0.4
Locations:				
High School	A Senior High School	A building in which General Education		

	Building	programs are operated		
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**Program Position #31***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016*Reason for the proposed change:* change in FTE due to needs of students**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	8	0.7
Locations:				
Newville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	8	0.3
Locations:				
Newville Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #32***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 22, 2016*Reason for the proposed change:* updated current caseload numbers

Shifting classroom from upstairs to downstairs due to reconfiguration of regular education classrooms.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	6	0.7
Locations:				
Mount Rock Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 9	8	0.3
Locations:				
Mount Rock Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #33***Operator:* School District**PROGRAM DETAILS***Type:* Class



*Implementation Date:* August 27, 2018

*Reason for the proposed change:* Shifting location of classroom across the Hallway -  
new room dimensions 29 x 28

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	4	0.7
Locations:				
Oak Flat	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	9 to 11	4	0.3
Locations:				
Oak Flat Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #34**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 11	28	1
Justification: The teacher only sees students in age appropriate groups.				
Locations:				
Oak Flat	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #35**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 17	55	1
Justification: The clinician only meets with students in age appropriate groups.				
Locations:				
Oak Flat Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #36**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 11	7	1
Locations:				
Oak Flat	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #37**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* August 27, 2018

*Reason for the proposed change:* shifted classroom down one from original location in order to accommodate addition of new program. room dimensions 29 x 28

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	4	0.7
Locations:				
Oak Flat	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 12	9	0.3
Locations:				
Oak Flat Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #38**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 18, 2020

*Reason for the proposed change:* change position from learning support to emotional support due to changing needs of students

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 8	8	0.8
Locations:				
Oak Flat	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	8 to 9	1	0.2
Locations:				

Oak Flat	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #39***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 27, 2018

*Reason for the proposed change:* The District is renovating Newville Elementary and this has opened up space in the building. We are planning to move this teacher and class into this new space, to better distribute special education services across the District.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	14	1
Locations:				
Newville Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #40***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* change in age range**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 11	9	1
Locations:				
Oak Flat	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #41***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.06
Locations:				
Oak Flat	An Elementary School Building	A building in which General Education programs are operated		

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Deaf and Hearing Impaired Support	11 to 11	1	0.06
Locations:				
Newville	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	14 to 14	1	0.06
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	20 to 20	1	0.06
Locations:				
Big Spring High School	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #42

*Operator:* School District

##### PROGRAM DETAILS

*Type:* ClassandPosition

*Implementation Date:* August 21, 2019

*Reason for the proposed change:* The District previously worked with a private provider this position. We have hired a district teacher to take over the program at moved it to the high school.

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	10	1
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #43

*Operator:* School District

##### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 22, 2016

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 18	1	0.06
Locations:				
Big Spring 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	Blind or Visually Impaired Support	12 to 14	1	0.06
Locations:				
Big Spring Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 11	1	0.06
Justification: teacher works in an elementary setting but groups students accordingly to ensure age range limitations are in compliance among student groups.				
Locations:				
Oak Flat Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 11	1	0.06
Justification: teacher works in an elementary setting but groups students accordingly to ensure age range limitations are in compliance among student groups.				
Locations:				
Newville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 11	1	0.06
Justification: teacher works in an elementary setting but groups students accordingly to ensure age range limitations are in compliance among student groups.				
Locations:				
Mount Rock Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #44***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	7	1
Locations:				
Oak Flat Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	District	1
School psychologist	District	1
Director of Pupil Services/Special Education	District	1
21 Instructional Aides (29 hours per week)	District	14.7
16 Instructional aide (7 hours)	District	16
Assistant Special Education Director	District office	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	5 Days
Physical Therapy	Outside Contractor	1.5 Days
Occupational Therapy Aide	Outside Contractor	1.75 Days
BCBA support for Autism	Outside Contractor	5 Days
Vision Support	Multiple LEA (School Districts or Charter Schools)	2 Days
RBT Support (4)	Outside Contractor	20 Days
38 Instructional Aide/Paraprofessional FTE - ESS	Outside Contractor	190 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>As of the December 2019 Penn Data submission, the District has 63 students with a primary diagnosis on the Autism Spectrum. eleven of these students are in a center based program operated by a private provider, four are educated in a regular education building with a teacher and related services provided by a private provider and the remaining forty-eight are educated in their regular neighborhood school.</p> <p>For several years, the overall number of students with Autism was increasing rapidly. Over the last 5 years, this increase has slowed, however the intensity of the needs of the students enrolling at the elementary level has continued to increase. Five years ago, the District would identify one or two students with autism in Kindergarten. During the 19-20 school year there were 6 Kindergarteners who enrolled, already identified through Early Intervention and all requiring a significant amount of intervention in order to participate in the general curriculum including one-on-one aide support and daily behavioral intervention by staff who specialize in behavior management. The District anticipates this trend will continue over the next 5 years.</p> <p>To this end, The District has added several services in order to better meet the needs of students within the District, including classroom based social skills instruction at all levels and contracting with a local provider for a fulltime equivalent Board Certified Behavior Analyst (BCBA), four full time equivalent Registered Behavior Technicians (RBT), and a expanding our counseling and Occupational Therapy Support. These consultants provide expert ongoing training to all of our special education teachers in how to address the unique needs of these autistic students. In addition, the BCBA can provide detailed case specific training and consultation on individual students. Finally, the District has partnered with Shippensburg University and our BCBA contractor to provide a masters level BCBA certification program for interested staff. There are currently six Big Spring staff enrolled in the course. The hope is that upon completion, the District will have one staff member at each level with the expertise and training to assist with the management of students with intensive behaviors.</p>
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For those students who need a higher level of support, the District along with our local consortium has partnered with a private agency to provide five elementary autism support classes operated in a regular school building in Carlisle School District. As part of this agreement District staff are able to participate in autism trainings provided by our partner agencies. In addition, staff have participated in the annual National Autism conference at Penn State each school year for the past ten years.

The District has plans over the next 3-5 years to continue to take more local control over these school based autism students and ultimately hopes to take over the operation of these classes as our own staff become more adept at working with Autistic students. This has already begun to happen with the 19-20 school year. Due to the success of the elementary school based program, the District has been able to successfully integrate these students into a secondary itinerant program that combines direct academic instruction in either a regular education or a learning support setting with social skills instruction provided by a district special education teacher and behavior support provided by our BCBA and RBT consultants.

Finally, the District has access to several local off-site center based programs for those autistic students whose needs are too intense to be managed in a regular school building.

#### **Anticipated Training dates**

**School Year 19-20 through 21-22 Masters level BCBA certification cohort with Shippensburg University:** As noted above through our partnership with Shippensburg University, the District is providing a 21 credit program and the required 500 supervised hours of clinical training that will result in staff being eligible to be certified as a BCBA.

**Fall 2020, 2021, 2022, 2023 Autism Support Training:** At the beginning of each year, regular education teachers with a student with an Autism diagnosis attend a training, provided by the district's BCBA and special education staff with specialized training on the characteristics and classroom strategies of working with students with Autism.

20-21 school Year:

**Managing behavior & addressing social skills deficits of students with autism for special education teachers:** District special education staff will be provided with ongoing training in how to develop behavior plans and address the social



	<p>skills deficits of students with autism.</p> <p>21-22 School year</p> <p><b>Managing behavior of students with autism in the regular education classroom:</b> Children with autism have difficulty with self-regulation, following changes in schedule and dealing with unexpected events. Staff will be provided with strategies to help better manage these issues in the classroom.</p> <p>22-23 School year</p> <p><b>Teaching Problem solving and social skills across multiple settings:</b> Children with autism have difficulty knowing how to handle social problems that they encounter. They become upset and end up making poor choices. Regular and special education staff who work directly with these students will be provided with training in how to help students learn problem solving skills and how to choose appropriate solutions.</p>
<b>Person Responsible</b>	Director of Student Services, Assistant Director of Special Education, Director of Curriculum Instruction, Contracted BCBA
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	45
<b>Provider</b>	School District + Autistic Support Partners
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>

	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

## Behavior Support

<p><b>Description</b></p>	<p>Staff members of the Big Spring School District are trained on the behavior support policy and also are offered staff development programs to provide them with additional strategies and/or trainings in behavior management. Many district staff members have attended workshops outside the district on the topics of Behavior Management.</p> <p>The district is committed to providing training in the area of Safe Crisis Management (SCM). Many staff members are certified in SCM including all Emotional Support, Autism Support, Life Skills Support and MDS staff. In addition, each building has a team of regular education teachers who receive training. These faculty members are specifically trained to avert and diffuse explosive behavioral situations which may occur in school. <b>Much training is given to the preventive nature of this approach, including de-escalation techniques.</b> Many of these concepts are incorporated into the behavior support plan of our student's IEPs.</p> <p>The district employs Emotional Support teachers at the upper elementary, middle school and high school level who provides support to identified students at their respective levels. The district also employs a behavior specialist who is available to consult with staff. Staff members are trained regarding the district's behavior support policy and also are offered staff development programs to provide them with additional strategies and/or trainings in behavior management.</p> <p>The district contracts with outside agencies to provide emotional support services to those students who require a higher degree of support than is available within the least restrictive environment.</p> <p>The School Psychologists, as well as the Capital Area Intermediate Unit, have provided, and will continue to provide, trainings on Functional Behavior Assessments and Behavior Intervention Plans.</p> <p>The district contracts with Dr. Shawna Brent, Board Certified Child/Adolescent Psychiatrist. Dr. Brent provides consultation to the school district to provide services to those students and their parents who are in need of psychiatric consultation.</p> <p>The district contracts with Therabilities, a private related service</p>
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provider to provide a Board Certified Behavior Analyst (BCBA) as well as consultative support and training to district emotional support teachers and special education staff. This support also includes assistance with Functional Behavior Assessments, development of Behavior Intervention Plans, and implementation of Behavior Intervention Plans.

The district is working with a neighboring district to run three therapeutic emotional support classrooms, one at the elementary level, one at the middle school and one at the high school level. The program began operation at the start of the 2006/2007 school year. Therapeutic counseling is provided by a local behavioral health agency. Psychiatric consultation is provided by Dr. Shawna Brent, Board Certified Child/Adolescent Psychiatrist.

The district continues to be concerned about the need to use out of school suspensions in order to provide a safe learning environment for students. The District conducts manifestation reviews when the out of school suspension constitutes a pattern. The District also conducts many Functional Behavioral Assessments in order to aid the team in determining proper behavior plans to be added or modified in the student's IEP. A School Psychologist is always involved in each Functional Behavior Assessment or Manifestation Determination.

Referrals are made to the Student Assistance Program (SAP) team at all levels. Students are referred by students, staff, or parents. Students can make a self-referral. All referrals are reviewed by the SAP team for appropriateness prior to any action. SAP team members include school psychologists, teachers, administrators, school nurses, and guidance counselors. SAP team members are all specially trained to serve on the SAP team.. The team meets weekly to discuss referrals and make recommendations.

The district also implements a Positive Behavior Intervention Support (PBIS) system at the elementary and middle school levels. The district began this program during the 2011-2012 school year. Since the first year of implementation, the district has established and continues to implement Tier I building wide behavioral goals and positive incentives for appropriate behavior. The district has developed Tier II and Tier III interventions and has teams in place to assist students who are not meeting the expectations at the Tier I level. The district continues to refine the procedures and interventions that are used at the Tier II and

Tier III levels.

### **19-20 school year**

#### **Youth Mental Health First Aide:**

- The District provided the Youth Mental Health First aid course to approximately 70 staff members. This course provides staff with an understanding of different types of mental health issues and how to support students by seeking appropriate help.

#### **October 2019 Social Emotional Learning/Whole Child**

- The District arranged for multiple professionals in the field of mental health, behavior and social work to present breakout sessions to staff on various topics related to understanding the social emotional needs of students and strategies teachers can use to intervene. Breakout sessions included topics such as:
  - Drug and alcohol
  - Homeless simulation
  - Mental health literacy
  - Stress and Anxiety
  - Maintaining healthy boundaries
  - Understanding the child services support system
  - Dealing with power struggles and emotionally charged situations
  - Equity literacy
  - Trauma responsive skills and strategies
  - Building resilience in students
  - Facilitating group dynamics
  - How to talk about grieving
  - Understanding mindfulness

#### **Administrative team ongoing training in social emotional learning**

### **processes**

- The district has provided training to its administrative team on social emotional learning. This training has been ongoing and including reading research based books on the topic of resilience and social equity.

### **District team on social emotional learning – ongoing**

The District has participated in a multi-day training in conjunction with the CAIU on initiatives to build social emotional learning practices into K-12 regular ed curriculum.

### **Learning and the Brain conference**

- Three staff members from the District attended a national learning and the brain conference in San Francisco funded through a grant. The training focused on understanding the science of the brain and how brain development is impacted by trauma and disabilities and practical strategies that can be used to teach students to better self-regulate.

### **20-21 school year**

- Recertify staff as necessary in Youth Mental Health First aide and Safe Crisis Management.
- The administrative team will continue training on social emotional learning and develop a curriculum framework for staff.
- The District will repeat the October 2019 training with similar breakout sessions focused around the CASEL model.
- The District will provide all staff with training on trauma informed practices, and understanding the science of brain-based behavior

### **21-23 school years**

The District plans to implement and provide staff with ongoing training on a social emotional learning curriculum. Training will include

- On going training in behavior management
- Ongoing training on trauma and how it impacts students

	<ul style="list-style-type: none"> <li>○ Ongoing training on social emotional learning and implementing best practices in the school environment</li> </ul>
<b>Person Responsible</b>	Director of Student Services, Director of Curriculum and Instruction
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	6
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	100
<b>Provider</b>	Big Spring SD
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
<b>Evaluation Methods</b>	<p>Student PSSA data</p> <p>Review of written reports summarizing instructional activity</p>

## Paraprofessional

<b>Description</b>	<p>All paraprofessionals in Big Spring School District are Highly Qualified. Thirty five percent of paraprofessionals have two years of college or more. Sixty five percent of paraprofessionals have passed the Comprehensive Assessment of Paraprofessional Educators (CAPE). The CAPE test is designed to permit paraprofessional educators and their employers to fulfill requirements of the federal legislation known as No Child Left Behind (NCLB). Paraprofessional educators must demonstrate their knowledge of reading, writing, and mathematics along with their ability to assist with instruction or readiness in each of these areas. The District contracts with CAPE and the test is</p>
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administered once or twice a year on site to paraprofessionals who are hired by the District who do not have at least two years of college.

In order to meet Chapter fourteen's twenty hour training requirement, Paraprofessionals are given the following opportunities to participate in training:

- 1) The District provides a total of 17 hours of training each school year designed specifically for paraprofessionals. Topics of these trainings over the last 2 years have included: confidentiality, comprehension and vocabulary strategies, strategies to assist students with communication, the paraprofessionals role in supporting inclusive practices, seizure training, mandated reporter training, augmentative and alternative communication, behavior strategies for students with Autism, Resiliency, 6Cs, Equity, Mental Health First Aid, Active Intruder trainings, Question-Probe-Respond Suicide prevention, Special Education identification process, trauma-informed practices, whole-child research-based practices, and concussion management.
- 2) The District invites paraprofessionals to all professional staff in-service and pre-service trainings.
- 3) The District provides paraprofessionals with training hours for participating in offsite local conferences sponsored by agencies such as PaTTAN, CAIU and CPARC. In addition, aides are encouraged to attend parent trainings offered in the evening through our local consortium.
- 4) The District provides aides with credit hours for participating in self-paced activities such as webinars or on line courses.
- 5) The District has designed a self-paced "book study" program where aides are given credit for reading a pre-approved book on an issue related to special education instruction and submitting a written project on the book.

#### Training plan for next three school years

20-21: District training topics to include: Social Emotional Learning, Trauma-informed practices, strategies for students with Autism, executive functioning skills, supporting students in a virtual environment

21-22: District training topics to include: Social Emotional Learning, Trauma-informed practices, poverty, progress monitoring

	22-23: Social Emotional Learning, Trauma-informed practices, poverty, strategies for students with Autism, executive functioning skills
<b>Person Responsible</b>	Director of Pupil Services, Assistant Supervisor of Special Education
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	30
<b>Provider</b>	Big Spring School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops
<b>Participant Roles</b>	Paraprofessional

<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Participant survey

## Reading

<b>Description</b>	<p>All special education teachers have participated in progress monitoring training. Teachers have also received training in using a variety of tools for progress monitoring, including: AIMSWEB, MAPs, iReady, CDTs, etc. Progress monitoring is completed weekly/biweekly on all reading goals. Progress monitoring graphs are completed and shared with parents in IEP Progress Reports.</p> <p>Special Education teachers are trained in using SRA, System 44 and Read 180 reading programs. These programs are used for reading instruction with students receiving special education reading support. All primary teachers have received training in SRA Reading Mastery. Intermediate teachers have received training in the use of SRA Corrective Reading, System 44 and Read 180. In addition, all special education teachers have also received training in using the Tier II and Tier III materials that are provided along with the District's regular education reading series. At the secondary level all special education reading staff have received training in System 44 and Read 180.</p> <p>Common assessments are used throughout the district and all scores are compiled and stored in Performance Matters a database that is accessible to all professional staff. The Performance Matters system allows staff members to build reports which identify standards that their students perform poorly on. The District has been using Measures of Academic Progress system (MAPS) from Northwest Evaluation Association to gather real time assessment data for approximately 10 years. This system uses a computerized benchmark assessment to determine specific functioning on state standards. The system can then provide teachers with information on where individual students are functioning.</p>
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The District is also using Study Island, iReady assessments and CDTs as an instructional and diagnostic tool that enables teachers to help students master the Assessment Anchors and prepare for the PSSA and/or Keystone. The more time students spend using these programs, the better they will understand the material for their respective grade level. Students can access Study Island and Plato from any computer that is connected to the Internet.

At the elementary level the district offers a summer program using Jump Start reading program. The program is offered to all students Pre-Kindergarten through 1st grade. In addition our elementary schools provide a before school tutoring program where students meet twice a week for an hour to work on developing reading skills. Students are eligible for the program if they are basic or proficient on the PSSA.

At the secondary level, the district provides “double instruction” in reading to students with disabilities who have been identified as in need of this service. Students receive their regular reading class plus an additional reading lesson at another time of day. The District uses System 44 and Read 180 materials as well as direct instruction in order help remediate basic reading skills.

#### **Anticipated Training Dates:**

#### **2020-2023 – Language Arts**

- ES
  - English, Language Arts Curriculum & Instruction
    - Standards Alignment
    - Use of Common Assessments
    - Differentiation
    - Analyzing student work
    - Standards Based Reporting
  - Science of Reading
    - Research based practices
    - Decodable texts
    - Phonics / Adv Phonological Awareness (Foundations /

	<p>Heggerity)</p> <ul style="list-style-type: none"> <li>▪ Sound Walls</li> <li>○ Collins Writing</li> <li>• MS <ul style="list-style-type: none"> <li>○ English, Language Arts Curriculum &amp; Instruction <ul style="list-style-type: none"> <li>▪ Standards Alignment</li> <li>▪ Use of Common Assessments</li> <li>▪ Differentiation</li> <li>▪ Analyzing student work</li> </ul> </li> <li>○ Data Driven Instruction</li> <li>○ Collins Writing / writing in the content areas</li> </ul> </li> <li>• HS <ul style="list-style-type: none"> <li>○ English, Language Arts Curriculum &amp; Instruction <ul style="list-style-type: none"> <li>▪ Standards Alignment</li> <li>▪ Use of Common Assessments</li> <li>▪ Differentiation / Appropriate Resource Selection</li> <li>▪ Analyzing student work</li> </ul> </li> <li>○ Data Driven Instruction</li> <li>○ Collins Writing / writing in the content areas</li> <li>○ 21st Century Learning Skills</li> </ul> </li> </ul>
<b>Person Responsible</b>	Director of Pupil Services, Assistant Director of Special Education, Director of Curriculum Instruction
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	50
<b>Provider</b>	District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
<b>Evaluation Methods</b>	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

## Transition

<b>Description</b>	<p>At the age of 14, special education students are assessed regarding their aptitude and interests as they relate to the world of work. Students utilize the Keys2Work web based vocational program in order to determine their areas of interest and aptitude. Keys2Work is an employability skills based, career focused, skill improvement and certification tool that is designed to motivate and enable students to more effectively understand how their individual skills and achievement correlate to opportunities for employment. Through Keys2Work students take pre-assessments to determine their baseline skill level in reading, math, and locating information. Students also take an interest survey and explore career options in career fields of their interest. Each job description includes the job's required skill levels, so users can see how their current levels compare with job requirements, what the job involves, the education level needed, the job's average salary, and even video and audio presentations. The students then participate in the Key Train curriculum, which are web based modules, lessons and quizzes that are specifically designed to improve skills measured through the pre-assessments.</p> <p>In 8th grade all students tour the Cumberland/Perry Area Vocational Technical School (CPAVTS) where they visit the various shops that are offered. Interested students can apply for admission as 9th grade students.</p> <p>In 9th grade all students attend an assembly for CPAVTS where representatives share available programs. An optional tour of the CPAVTS is also offered to all students. Interested students receive an application and apply for admission as tenth grade students.</p> <p>Upon entering high school, students are placed in advisement groups. These groups meet twice a month to assist with transition from middle school to high school and from high school to post high school settings. Students continue to</p>
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meet with their advisement groups throughout their high school career to develop their career goals through assessment and self reflection, complete course selection sheets, and select a career pathway program.

In 11th grade students participate in a career seminar course which explores the world of work and encourages students to consider areas of interest. Information is provided regarding the best courses to take as well as valuable experiences which may be available through school. The curriculum includes information on how to apply for various jobs, quality resume writing, interview skills, and work ethics.

In 10th grade, students are invited to tour a local university to participate in open-house activities including an admissions tour.

In 11th and 12th grade those students who are not attending the Vo-Tech school are encouraged to participate in internships or work study programs. The district also provides a “job skills training” program for those students with cognitive impairments who require more direct support in the vocational setting. The job skills course focuses on work related skills such as interviewing, or following a supervisor’s directions. Through collaborative partnerships with local businesses and Shippensburg University, students are able to practice their social skills in the work setting under the supervision of district staff.

12th grade students are required to take a personal finance course to fulfill graduation requirements. The curriculum in this course includes applying for loans, completing tax forms, understanding credit and other banking topics. A component of this course also includes a “Reality Fair” where local business partners coordinate activities. Students complete a budget based on their career goal and propose their personal budget to be reviewed by financial advisors.

Juniors and Seniors also have the opportunity to take college classes and participate in a seminar course to support their transition from high school to post-secondary education.



As part of our Life Skills students' IEPs, community based instruction is provided to all secondary age students. Monthly activities are held and students learn how to access and participate in these recreational activities. Students of the Life Skills class are especially encouraged to attend with supports offered to accommodate their participation. All students are included in school social events, such as dances and provisions are made for students with disabilities when necessary. The District prides itself on its inclusive approach.

The District has designated a transition coordinator who is a member of the CAIU Transition Council and attends the monthly Council meetings. Information is then shared with all secondary staff.

The District has established a strong partnership with OVR. The District provides OVR with access to students for early outreach activities when they have funding to do so. The District also assists OVR with the referral process by providing dates and office space for the OVR counselor to meet with students and their parents who have been referred for services. This gives parents the opportunity to meet with OVR in a local setting and ask questions .

The high school special education staff along with the Director of Student Services have participated in the Indicator 13 training presented through PaTTAN. The purpose of Indicator 13 is to determine the percentage of youth aged 16 and above who have an IEP that includes coordinated, measurable annual goals and transition services that will reasonably enable the student to meet their post secondary goals.

#### Transition training for 2020 through 2023

The proposed professional development training for the school years 2020-2023 includes transition related topics for students ages 14-21. The training include topics such as training teachers how to complete teacher input pages for the purposes of IEP development that focus on transition, providing meaningful accommodations and modifications, developing self-advocacy skills for students with disabilities, and becoming aware of adult agencies that

can provide services to our graduates.

#### Preparing Students with Disabilities for College

These trainings are conducted annually in order to ensure that students with disabilities are aware of the opportunities that are available to students with disabilities.

#### Transition Planning for students with Disabilities

On going training to ensure that professional staff are aware of the components of the transition plan and how to write them.

#### Transition Planning - Services available in the District

Ongoing awareness training on the District's Job skills program and Co-op program

#### Transition Planning - Collaborating with local Agencies.

The District provides ongoing training for both staff and parents on what services are provided by local agencies such as the Office of Mental Health and Intellectual Developmental Disabilities (MH/IDD), Cumberland Perry Association of Retarded Citizens (C-PARC) and the Office of Vocational Rehabilitation (OVR). The District routinely invites representatives from partner agencies to speak at staff meetings.

#### Job Coach Training

Select staff and our University student partners receive ongoing training in how to job coach in order to assist with the implementation of our Job Skills program which is being developed in conjunction with staff and students from Shippensburg University.

#### Junior parent information night

Students and parents of those interested in attending any type of post secondary education are provided with a college application and overview training jointly hosted by the District and neighboring college partners. A

	<p>separate training in how to apply for Financial Aid is also provided</p> <p><u>Transition Fair</u></p> <p>Each year Big Spring holds a “Transition night” at the high school during the evening for several hours. At this event all local agencies who provide services to adults with disabilities in the big spring area are invited. Students and parents are invited to participate in order to meet the agency representatives and begin developing relationships.</p>
<b>Person Responsible</b>	Special Education Director, High School Principal, Transition coordinator
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	30
<b>Provider</b>	Big Spring SD
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Parents
<b>Grade Levels</b>	High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
<b>Evaluation Methods</b>	Participant survey

# Special Education Affirmations

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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*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*