

Southern Fulton SD
Special Education Plan Report
07/01/2015 - 06/30/2018

District Profile

Demographics

3072 Great Cove Rd
Suite 100
Warfordsburg, PA 17267
(717)294-2203
Superintendent: Hervey Hann
Director of Special Education: Diane Younker

Planning Committee

Name	Role
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Core Foundations

Special Education

Special Education Students

Total students identified: 116

Identification Method

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

Southern Fulton School District addresses whether or not a child receiving a comprehensive evaluation does not achieve adequately for the child's age or meet State approved grade level standards in one or more of the following areas: Oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculations, mathematics problem solving.

Southern Fulton School District makes the determination for each child receiving a comprehensive evaluation by examining whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade, determined not primarily the result of other factors (visual, hearing, orthopedic disability, intellectual disability, emotional disturbance, environmental or economic disadvantage, limited English proficiency).

Southern Fulton School District will ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction. And that repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Southern Fulton School District will ensure that screening or early intervening activities, such as Child Study, do not serve as a bar to the right of parents to request an evaluation, at any time, including prior to or during the conduct of early intervening activities, which could have been addressed early on.

Comprehensive evaluations are carried out when requested by the parent(s) and/or guardian of the student and/or by the school and parent(s) and/or guardian grant consent. To name a few, but not an exhausted list of components of the comprehensive evaluation can include the following if deemed necessary and appropriate: current classroom (curriculum) based assessments; aptitude and achievement tests; local and/or state assessments; behavioral assessments & results of a functional behavioral assessment would be included; vocational technical education assessments results, interests, preferences, and aptitudes.

Enrollment

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

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

The information that is available for this plan is approximately two years old, which is not a true representation of the most recent data. Based on the 2011/2012 Data Report the following was obtained:

Percent of Special Education Enrolled by Disability

LEA 14.0% State 15.3% School District is below the state percentage by 1.3%

Other Health Impairment

LEA 10.6% State 11.2

Specific Learning Disability

LEA 38.1 State 45.4

Speech/Language

LEA 30.1 State 16.0

Southern Fulton is showing a discrepancy in the number of students identified for speech and language impairments. Southern Fulton's identification percentage is 30.1% while the State is 16.0%. Southern Fulton School District has always remained higher than the State percentage in this area, the discrepancy is 14.1%. The district has established qualifying criteria to address delays and deficits that are age appropriate. The majority of the students receiving speech services are in the primary grades. Currently, the district does not have a preschool program, where the majority of students would have been identified as needing speech services. IU #11 carries out Child Find activities and publishes Child Find notices yearly in the local newspapers, over the radio. The district is creating a preschool night to help screen and identify students who are in need of services prior to enrolling in Kindergarten with notable disabilities, which could have been addressed early on and who were not enrolled in early intervention (EI) programs.

Non-Resident Students Oversight

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

1. Under Section 1306 there is only one facility that would be classified in this category, Vision Quest. Vision Quest is a private facility, which contracts out independently for related services, teachers, staff, and special education staff. Vision Quest provides the district with enrollment information, requests as needed for carrying out evaluations, and setting up meetings. Southern Fulton School District and Vision Quest communicate if and when services are needed by the school district. Southern Fulton School District fully complies with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102. If/when barriers occurred, they would be addressed through continued collaborative efforts between Southern Fulton School District and the 1306 facility to ensure child find and provisions of FAPE for students with disabilities.
2. If Southern Fulton School District would have students who were serviced as a Section 1306 student, the District would support the host District in completing the evaluation and determining if and/or what special education services were needed to provide FAPE. Southern Fulton School District works collaboratively with families and agencies to meet the needs of students that have been identified through the evaluation process and/or have existing Individualized Educational Plans (IEP).
3. Southern Fulton in the past has experienced difficulty when students have been placed in alternative education facilities, which could be residential, full hospitalization programs, partial hospitalization programs, and/or foster care out of the District. On occasion the District was unaware of the initial placement. When the District is notified, the District is diligent in communicating with the Section 1306 host District in ensuring that the needed services are being provided, but typically this can take as long as a month before the District is made aware of the student.

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).

Southern Fulton School District does not have facilities for incarcerated students. In the event that a facility for incarcerated youth was to open within the Southern Fulton School District, the District would comply with IDEA 2004, Chapter 14, and Section 1306 of Public School Code outlined in the BEC: Educational Programs for Students in None Educational Placements 22 Pa.Code Section 14.102.2.

Southern Fulton School District would take responsibility to ensure that FAPE was offered to each student who was eligible for special education within a correctional facility. Providing special education services to incarcerated school-age individuals is typically initiated by the correctional facility. The correctional facility contacts Southern Fulton School District for records and information. The District then would work collaboratively with the correctional facility to ensure

that "child-find" obligations of IDEA; utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates; 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 provide FAPE in conformity with the IEP are carried out.

Southern Fulton School District will track and maintain records of incarcerated students from the district. The district will maintain contact with the facility where the students are incarcerated. The district will participate in evaluation reports (ER) and Individual Education Plan (IEP) meetings by phone conference. The district will request updated copies of all evaluations and individual education plans that were developed while the student is in placement. In the past, the district has experienced difficulty in acquiring the necessary paperwork in a timely manner.

When an incarcerated student is placed in Bedford County Prison, an intake meeting is held. If the prisoner is 21 years old or younger, an "educational questionnaire" is filled out and provided to Intermediate Unit # 8, who then reviews the materials. Intermediate Unit #8 staff, follow up with an interview to determine program needs for the individual. IU # 8, immediately notifies the home school district of the prisoner. When a student is present in the facility that requires special education services, Bedford County Area School has contracted with the prison to meet the needs of students who are placed in the prison. Regardless, of who is carrying out the services the home district is always contacted. When Southern Fulton School District is notified of an incarcerated student, they will immediately request all paperwork and request to be included in IEP meetings and ER meetings. Intermediate Unit # 8 has always contacted our school and they will continue to contact our school, if one of our students is incarcerated. Southern Fulton has an obligation to assume the responsibility of paying the bills associated with this individual. Bedford School District will also send quarterly progress reports the home district.

Since, Fulton County uses the Bedford County Prison Facilities for Incarcerated Students, the district cooperates with Bedford Area School District in their efforts to evaluate, locate, and provide necessary services to students from our county who are incarcerated in Bedford County Prison.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment

(LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. Southern Fulton School District strives to ensure meaningful educational benefit for all students in the district; whether they have a disability or not. The IEP team, with consideration of appropriate supplementary aides and services, remains the vehicle that guides team members in developing least restrictive educational placements for all children with disabilities. It is only after considering the full continuum of special education programs and services, along with documentation and progress monitoring data, that a more restrictive educational placement is determined appropriate by the IEP team (i.e. special classes, special schools, home instruction, and instruction in hospitals and institutions). Discussions take place throughout the IEP meeting, while analyzing the data before decisions are made for a more restrictive environment. Student(s) are not removed to a more restrictive placement based solely on the needed modifications to the curriculum or because of the type of disability, only when the student is unable to make meaningful adequate progress.

IU 11 serves as a resource to Southern Fulton School District by providing consultants, resources, training, and upon request will come to the district to carry out observations, if requested by the District. With the additional supports available from the IU and PATTAN, the District is making strides in the area of LRE, including individuals with complex needs. Students with severe disabilities (such as autism/pervasive developmental disorder, emotional disturbance; intellectual disability; degenerative impairments with mental involvement; and multiple disabilities) may require more intensive specially designed instruction outside the regular class & general education curriculum to address complex needs (determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level). To the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and removal from the regular education environment only occurs when education in that setting cannot be achieved satisfactorily with the full range of supplementary aids and services; or is unable to make meaningful progress in the goals included in the student's IEP. A child with a disability is not removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum or because of the nature or severity of the student's disability.

2. Southern Fulton School District entered a pilot program the beginning of the 2014/2015 school year as an effort to improve LRE within our District. The pilot program is Project MAX. Southern Fulton is in cohort 2. The purpose behind Project MAX is to train a small group of individuals who will go out and become leaders within the District on how to maximize learning opportunities for all students within the District. The District is focusing on the elementary students at this time, since that is where the most restrictive environment is occurring. PATTAN and IU 11 staff are working to provide monthly, professional development to the Southern Fulton School District Project MAX Team. The provision of programs/services to students for which there is a low incidence such as blind/visually impaired, deaf/hard of hearing, deaf-blindness, complex health issues, autism, and severe cognitive impairments are targeted by the pilot program. Project MAX strives to ensure that

all students are provided with evidence-based instruction and interventions within appropriate educational settings with peers. Placement decisions are made by a group of persons, including parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and are made in conformity with the LRE provisions. For students with disabilities presenting with significant needs, the provision of services in the school with qualified personnel and the determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at appropriate instructional levels, is carefully considered with emphasis on strengths including academic and functional skills, without limiting opportunities for the student to move to a less restrictive setting. Eligibility criteria, placement options, intervention strategies, supplementary aids/services, related services, and resources are among the various factors that are considered.

Southern Fulton takes steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities. Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or club sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.

3. State Performance Plan (SPP) Targets for Southern Fulton School District were not met for SE Inside Regular Class 80% or more and SE inside regular class less than 40%. The district was at 57.6% and the SPP Target was 65.0%, which means the districts fell 7.4% below the state target in SE inside regular class 80% or more. The district was 11.1% SE inside regular education class less than 40%, and the SPP Target was 8.%, which indicates the district fell below the target in this area by 3.1%. As an effort to assist the district in meeting the SPP in the area of LRE the district is taking an active role in the pilot program entitled, Project Max. The purpose behind Project Max is to ensure that students are being provided the maximum opportunity to have access to the standards and grade level curriculum. The District is also expanding the discussion during IEP meetings on LRE beyond the questions concerning supplementary aids and services. The District discusses why the student(s) should remain in regular education classrooms. Parent(s) resist in this area, especially in the elementary grades, which is why the District signed up to take part in Project MAX. Parents are active members of our team, and Southern Fulton School District is hopeful that these parents will help support more inclusive practices for students in our District.

Behavior Support Services

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

Southern Fulton District policy is aligned with all provisions of IDEA 2004 and Pa 22 School Code 14.133 in which positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Training in positive behavior support and de-escalation has been carried out with all special education staff. (CPI - Nonviolent Crisis Intervention.) All administrators are to receive this training before the 2015-2016 school year. Special education teachers and all administrators have been trained to report all restraints to the Supervisor of Special Education so that it can be reported on the state site, RISC system through Leaders. The District follows up with the family immediately following a restraint to set up an IEP meeting to reassess the current plan and make revisions as needed. The District continues to utilize and implement Olweus Bullying Program and has recently incorporated a Bullying Hotline, which allows parents to make reports of bullying incidents that are occurring within the school.

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.

Southern Fulton School District has a crucial role in identifying which students require intensive interagency coordination, since these are students whom the school district has determined cannot currently be served in the public educational setting. In addition to assisting school districts with providing appropriate educational programs and placements, the system of intensive interagency coordination also works toward the goal of enhancing the capacity of school district programs so that the needs of students with disabilities can be met in public educational settings in most situations. The District ensures that to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities are educated with non-disabled peers, and removal from the regular education environment occurs only if the nature or severity of the disability is such that education in regular education classes with supplementary aids/services cannot be achieved satisfactorily. Placement of students with disabilities in settings other than regular education settings may not be based on lack of resources, facilities, staff, or for administrative convenience. Placement decisions are based upon the LEAs continuum of special

education services that support the availability to a full continuum to meet the needs of children with disabilities. Special classes, separate schooling or other removals from the regular educational environment occur only if the nature & severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. This decision is not solely based upon the need for modifications.

Southern Fulton School District does not provide a self-contained emotional support classroom in either building. If a student has needs that can not be met through itinerant emotional support the district has a plan ready to implement to meet those needs. The school district has been able to provide FAPE by joining together with neighboring school districts as well as networking with mental health facilities. Southern Fulton School District is a small and rural school. There is an increase in students who display highly aggressive behaviors, if the District is unable to meet a student(s) emotional needs and/or the student is a danger to themselves or others, several mental health facilities work collaboratively with the District. Southern Fulton School District has an open door policy and encourages collaboration with outside agencies as an effort to meet mental health needs of our students. To name a few agencies: CASSP - Franklin/Fulton County Human Services assist with hard to place students, CBH - Children's Behavioral Health & FBR - Family Based Resources - assist with counseling, therapeutic support staff, and behavioral specialist.

Southern Fulton School District would seek out assistance through a CASSP meeting if there was a student who had needs beyond what the District was able to do in order to provide FAPE. The collaborative team, which always includes the parents would constantly reassess and discuss transition plans of returning the student to the home District, when the student(s) have met the criteria for the District to be able to provide FAPE.

Southern Fulton School District may need to take into consideration; in the future, a full time emotional support classroom in order to meet the increase of students with significant mental health issues.

Strengths and Highlights

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

Southern Fulton School District special education indicators for graduation and drop out rates support that the district has met the SPP targets. The District's graduation rate was 91.6% and the State rates were 86.07%. The District's rate of drop outs were not marked enough to count, but States rate of drop outs were 12.24%. The District met the SPP targets for participation rates in reading and mathematics. The greatest accomplishment for the District was the performance on state assessments for students who have IEP's. Southern Fulton School District had a proficiency rate for reading at 46.30% and the state average was 31.79%, which means the district was 14.51% higher than the state average for proficiency in reading. Southern Fulton School District had a proficiency rate for mathematics at 52.73% and the state average was 37.20%, which means the District was 15.53% higher than the state average for proficiency in mathematics.

The District has realigned the child study process and it is assisting the district in making referrals that are needed. Previously, there were many referrals being made without supporting documentation or data to support that interventions were carried out prior to proceeding to the evaluation process. Students are now entering child study and going through the process of making adjustments to the instruction, interventions, and data collected, which supports that students are meeting with success. Now, when the referrals are made, we are seeing a true need for the evaluation and the data is being used to make the determination. Title One staff are going into classrooms and carrying out specialized instruction as a way to target the at risk students in kindergarten and first grade. This process is helping to provide experiences that some students were not exposed to before entering public school.

Southern Fulton School District has a multiple disabilities classroom in the elementary school.

Currently, a non-verbal curriculum has been incorporated into the classroom to assist with reading and mathematics. Also, the classroom continues to utilize Competent Learner Model (CLM) curriculum. The students in the class are making steady progress. With the implementation of technology into this classroom, it has helped the students to become actively engaged in the learning process.

Southern Fulton School District has two life skills classrooms, one K - 6 and the other 7 - 12. Both classrooms incorporate vocational skills into the school day. Carrying out vocational skills provides many opportunities that are not afforded by just carrying out class assignments. By embedding vocational skills into a student's day, you are providing them with opportunities to communicate and interact with others, learning responsibility, accepting challenges, problem solving, learning quality matters, being punctual, dependable, following directions and instructions, being valued for the task carried out, organizing materials, and better prepared for competitive employment, service provider, and/or a volunteer after graduation. These are valuable skills that will assist our students in being a respected and contributing member of our community when they graduate. Also, the students in these classes are utilizing technology to help understand abstract concepts in a more concrete manner. Students are engaged throughout the learning process.

The District has four learning support teachers who serve many roles. Co-teaching in the regular education classrooms with a regular education teacher, re-teaching skills and concepts, teaching with modified curriculum and at a slower pace. Students who are provided services through learning support within the District are always pushed to make progress and to make growth.

Constantly, staff strive to have the students gain independence and not become dependent upon someone else. Confidence is the key to independence, which comes from having successes. Success comes from giving your best effort, staff and students!

The District has opened a resource room at the high school as an effort to meet the needs of students. The resource room provides opportunities for students to have the following: re-teaching, pre-teaching, organizational assistance, tests read orally, transition activities, emotional supports, homework assistance, and communication between home and school on assignments. The District has seen an improvement in student success, since the Resource Room (RR) has been created when students utilize the resource room to the fullest extent possible. (7 - 12 grade)

Speech and language support in the District runs at full capacity of 65 students. The district does not currently have a pre-school; therefore, students who may have had speech addressed in early intervention will have services in Kindergarten. The speech teacher who provides speech at the

elementary also continues to provide service to those who need the service at the high school. The District maintains an excellent working relationship with Head Start and the Early intervention classroom for the county. In January, the District, together with Early Intervention (EI) staff plan for the transition of each child coming to kindergarten the following school year. All related service staff, administration, teachers, school psychologist, and necessary personnel attend each individual meeting to ensure a complete plan is in place and services are ready to go the first day of kindergarten.

Although, Southern Fulton School District is a small district and in a rural setting, the District provides a continuum of services to those who qualify for services under IDEA 2004. The District maintains high expectations and presumes competency for all learners in our district. Through the pilot program, Project Max, the District hopes to begin incorporating universal design learning (UDL) across all classrooms. Universal design learning will assist all students having access to grade level materials, at a level where it can be understood, and educational benefit occur in all regular education classrooms for all students.

Southern Fulton School District went through cyclical monitoring last school year, through the monitoring surveys were provided to staff and parents concerning training. Staff indicated that they needed additional supports on how to make accommodations and adaptations to the curriculum in order to meet the needs of all students. Trainings are available through PATTAN, IU 11, webinars, and books are available on loan from the IU, PATTAN, and from administrators. The IU and PATTAN offer training throughout the school year and over the summer on universal design learning, which will help all learners. Paraprofessionals are offered training over the summer through IU 11. The District invested in a web based system that allows all employees in the school an opportunity to access professional development 24/7 via computer on a wide variety of topics. Parents have access to IU webinars, PATTAN webinars, and several training throughout the school year either in our District or at neighboring districts.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of	Type of Service	Number of Students Placed
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	Facility		
EFA Extended Family Academy	Other	Alternative Education Facility with counseling	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 17, 2015

Reason for the proposed change: Kindergarten student requiring the service

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	15	1
Justification: Age range exception determined appropriate by the IEP team and justified in the IEP.							

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 31, 2015

Reason for the proposed change: Need emotional support

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	0.75
Justification: Students receiving Learning Support are not in the classroom all at the same time. Students come and go throughout the school day.							
Southern Fulton School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 12	8	0.25
Justification: Age range exception determined appropriately by the IEP team and justified in the IEP.							

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 31, 2015*Reason for the proposed change:* Teacher is full time**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1
Justification: Grouping of students complies with age range requirements.							

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 31, 2015*Reason for the proposed change:* Potential for additional students enrolling**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 12	8	0.25
Justification: Age range exception determined appropriate by the IEP team and justified in the IEP.							
Southern Fulton School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	5 to 12	7	0.75
Justification: Age range exception determined appropriate by the IEP team and justified in the IEP.							

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Reason for the proposed change:* Change of justification was needed.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Southern Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	58	0.8
Justification: Grouping of students complies with age range requirements.							

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 17, 2015*Reason for the proposed change:* Emotional support needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Suthern Fulton High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 21	20	0.5
Justification: Students are grouped by age, there will not be a gap over four years of age.							
Southern Fulton School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 21	20	0.5
Justification: Students are grouped by grade level, there will not be over a 4 year age span together.							

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 17, 2015*Reason for the proposed change:* Emotional Support needed**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 21	20	0.5
Justification: Students are grouped according to grade level. There will not be a large age span than 4 years.							
Southern Fulton School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 21	20	0.5
Justification: Students are grouped by grade level, there will not be a larger than 4 year age span difference.							

Program Position #8*Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: August 17, 2015

Reason for the proposed change: Potential for new students

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 21	20	1

Justification: Age range exception determined appropriate by the IEP team and justified in the IEP.

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 17, 2015

Reason for the proposed change: Emotional Support needed

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 21	25	0.5

Justification: Students are in grade level groupings, there is not over a 4 year age span.

Southern Fulton School District	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 21	10	0.2
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Justification: Age range exception determined appropriate by the IEP team and justified in the IEP.

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: June 1, 2015

Reason for the proposed change: Justification wording needed changed.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 21	7	0.2

Justification: Grouping of students complies with age range requirements.

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Reason for the proposed change:* Wording for justification needed changed.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 12	12	0.3
Justification: Grouping of students complies with age range requirements.							

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 17, 2015*Reason for the proposed change:* Staff reassigned**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 12	20	0.3
Justification: Grouping of students complies with age range requirements.							

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Reason for the proposed change:* Justification wording needed changed.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 21	12	0.3
Justification: Grouping of students complies with age range requirements.							

Program Position #14*Operator:* School District**PROGRAM DETAILS**

Type: Position

Implementation Date: July 1, 2015

Reason for the proposed change: Justification wording needed changed.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Fulton School School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 17	20	0.3
Justification: Grouping of students complies with age range requirements.							

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	School District	1
Paraeducator	Elementary School	1
Paraeducator	Elementary School	1
Paraeducator	Elementary School	1
Paraeducator	Elementary School	1
Paraeducator	Elementary School	1
Paraprofessional	Elementary School	1
Paraprofessional	Elementary School	1
Paraprofessional	High School	1
Paraprofessional	High School	1
Paraprofessional	High School	1
Special Education Secretary	Southern Fulton School District	0.8
School Psychologist	District wide	0.5
School Nurse	District wide	0.2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	4 Days
Physical Therapy	Intermediate Unit	5 Hours
Hearing Specialist/Audiology Services	Intermediate Unit	5 Hours
Vision Services	Intermediate Unit	1 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Competent Learning Model (CLM) curriculum will continue to be utilized in the elementary school. Teachers and paraprofessionals will continue to gain knowledge on how to meet the diverse needs of the students in the multiple disabilities classroom. Information will be shared with the parents by the teacher.
Person Responsible	Supervisor of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	20
# of Participants Per Session	1
Provider	Computer based IU
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Teacher/paraprofessionals/parents will be provided with strategies and sequential steps when teaching students on the autism spectrum.
Research & Best Practices Base	CLM curriculum guides PATTAN Guides
For classroom teachers, school counselors and	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on

education specialists	<p>effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	Podcast
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p>

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Behavior Support

Description	Through the training of Crisis Prevention Intervention (CPI) strategies, special education staff will incorporate de-escalation strategies as an effort to keep negative interactions from escalating.
Person Responsible	Supervisor of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	20
Provider	IU
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Procedures on how to keep others safe in situations where students inappropriate behaviors have escalated to the point that someone is at risk of getting hurt. Also, how to de-escalate a stressed and/or angry student.
Research & Best Practices Base	PDE/CPI materials state approved PATTAN
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA	Provides leaders with the ability to access and use

administrators, and other educators seeking leadership roles	<p>appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<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> <p>Lesson modeling with mentoring</p> <p>Maintain recertification</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Data will support that CPI de-escalation is lowering the need for restraints to be carried out.</p>

Paraprofessional

Description	The district office will maintain a file of all completed trainings for each respective school year supporting the state mandated 20 hours of yearly training.
Person Responsible	Supervisor of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	9
# of Participants Per Session	10
Provider	IU 11
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Paraprofessionals will be provided with a variety of professional development work sessions that focus on the following: behavior management, CPI, first aid, CPR, reading and writing interventions, paraprofessional guidelines what they can do or not do legally
Research & Best Practices Base	PATTAN handouts and webinars IU webinars and conferences
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking	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

leadership roles	<p>aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Joint planning period activities</p> <p>Check with the district office to be sure hours have been completed</p>
Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Paraprofessional evaluation carried out by the District's supervisor

Reading NCLB #1

Description	Staff will continue to utilize research based reading materials in conjunction with grade level curriculum. The district continues to send special education
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	teachers the IU and PATTAN for reading instruction to assist with closing the educational gap.
Person Responsible	Diane Younker
Start Date	8/17/2015
End Date	5/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	8
# of Participants Per Session	10
Provider	To be named
Provider Type	IU
PDE Approved	No
Knowledge Gain	The knowledge gained will be teaching reading with fidelity which will support student growth. Teachers will learn new ways of teaching reading that will assist in closing the education gap that is present in many students with reading disabilities.
Research & Best Practices Base	The district incorporates researched based materials in their reading instruction.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>

	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Live Webinar Offsite Conferences
Participant Roles	Classroom teachers Paraprofessional New Staff Parents
Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans

Transition

Description	Indicator 13 pilot project will ensure that staff are creating plans, learning opportunities, and experiences to help students reach with success following graduation.
Person Responsible	Supervisor of Special Education
Start Date	7/1/2015

End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	12
# of Participants Per Session	10
Provider	IU 11 - Mary Whittaker-Myers
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Special education teachers will learn how to appropriately document, assess, and create transition goals, activities, and experiences in the IEP.
Research & Best Practices Base	PDE, PATTAN - webinars, brochures, trainings
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>

Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey Review of written reports summarizing instructional activity IEP review by Indicator 13 pilot consultant and the district</p>

Special Education Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer