

Moon Area SD

**Special Education Plan Report**

07/01/2020 - 06/30/2023

# District Profile

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## Demographics

8353 University Boulevard  
 Moon Township, PA 15108-4202  
 412-264-9440  
 Superintendent: Barry Balaski  
 Director of Special Education: Michael Haslett

## Planning Committee

Name	Role
Ashley Beeson	Administrator : Special Education
Michael Haslett	Administrator : Special Education
Kim Prevost	Administrator : Professional Education Special Education
Marissa Deleel	Ed Specialist - School Psychologist : Special Education
Missy Guzek	Elementary School Teacher - Regular Education : Special Education
Neal Jacoby	Elementary School Teacher - Special Education : Special Education
Patricia Perry	High School Teacher - Special Education : Special Education
Kristin Baumgardner	Middle School Teacher - Special Education : Special Education
Renee' Rock	Parent : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 646

### *Identification Method*

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

The Moon Area School District utilizes the Discrepancy Model, or a process that examines whether a child exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between ability and achievement, or relative to age or grade. A linear regression approach, examining the standard error of estimates, is utilized to determine if a statistically significant difference exists between measured cognitive ability and performance on norm-referenced assessments of academic achievement. Additionally, the inclusionary and exclusionary criteria set forth by the Department of Education are examined in the determination of the existence of a specific learning disability.

Primary level emphasis has been with early literacy skills using Acadience Reading information to guide specific instructional interventions. Focus in the intermediate levels utilizes personal learning plans developed through the assessment/performance information gained through PSSA and NWEA MAPS. Student progress is monitored regularly as prescribed by their level of support. Additionally, targeted elementary buildings hold grade level data meetings on a periodic basis with the core team (instructional support, academic teachers and administrator) to review data as well as student progress. Current initiatives including the addition of Lexia Reading intervention to the elementary levels. Additional interventions and monitoring tools available include Kahn Academy, Freckle, and Prodigy. Khan Academy allows for personalized learning, trusted content, and tools to empower teachers. Students can work at their own pace and level to supplement gaps and accelerate their learning. Freckle data empowers teachers to know how to best reach each student individually. Staff are equipped with the tools and resources needed to help students excel and grow through a technological approach to learning. Prodigy is a math program that helps to boost math proficiency for all levels of learners. Ongoing use of professional development to support instructional rigor for all students as well as implementing interventions with fidelity will be a continued focus.

### *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 the most recent Special Education Data Report indicates that the District is not significantly disproportionate regarding enrollment differences.

### *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?

The District is not a host District as there are no children's institutions located within the attendance borders. When a student from the Moon Area School District is placed in a facility, the required special education paperwork is forwarded to the facility as soon as notification is made. The District attempts to participate in the IEP meetings to help facilitate an appropriate education for the student. Should a facility open in the future, the District would fulfill its obligation to provide appropriate services to all students. The District would follow procedures set forth by the PA Department of Education to identify and provide FAPE to all students. Should the student be determined to have a disability, all necessary procedures under the IDEA, Chapter 14 and 504 Regulations would be followed. The District experiences no barriers in meeting its obligations under Section 1306 of Public School Code.

### *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 Moon Area School District does not have a facility that houses incarcerated students. The District maintains an official file for each identified student that contains special education records. When an MASD student is placed in a facility, school records are shared and the district participates to the extent possible in the development of the Individualized Education Plan so that the student continues to receive FAPE. The District requests quarterly progress monitoring reports and grades to ensure the needs of the student are being met. Should a facility open in the Moon Area School District, all procedures would be followed to ensure the students are provided a Free Appropriate Public Education. Should the student be identified as having a disability, all regulations under Chapter 14 and 504 would be followed.

### *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.

In compliance with Part 300 Individuals with Disabilities Education Act Federal Regulations and PA Chapter 14 Special Education Services and Programs State Regulations, the Moon Area School District provides each student with a disability without discrimination, those related aides, services, or accommodations that are needed to provide an equal opportunity to participate in and obtain an education in the least restrictive environment with the provision of supplementary aides and services and to participate in extracurricular activities to the maximum extent appropriate considering the student's needs and abilities. All professional and paraprofessional staff have received professional development training with regard to the Supplementary Aids and Services (SaS) Toolkit and IEP teams consider the full range of supplementary aids and services for students with disabilities when developing programs for that population. Examples employed in the Collaborative category of the SaS Toolkit include: scheduled time for co-planning and team meetings, professional development for administrators, teachers and paraeducators related to collaboration, and coaching and guided support for IEP team members in the use of AT devices and technology for identified students. Instructionally, students with disabilities are provided with modified curricular goals, test modifications, alternative materials including AT devices, and various instructional adaptations. In terms of the Physical setting, supplementary aids and services are provided to students with disabilities by providing priority seating arrangements, environmental aids such as FM systems, and adjustments to sensory input such as light and sound. Social-behavioral supports are provided via small group and 1:1 counseling, social skills groups, and implementation of positive behavior support plans. The District offers the full continuum of services to at-risk and identified students under Chapters 14 and 15 of the state regulations. All of the District special education teaching staff have attained highly qualified status. Instructional paraeducators have received Highly Qualified Status according to PA Chapter 14 Regulations.

At the elementary level, the Multi-tiered support system team provides pre-referral intervention strategies to at-risk students so that regular education supports can be exhausted prior to a referral for multidisciplinary evaluation. At the secondary level, regular staffings occur to address the needs of at-risk students. Once a student has been identified as a student with a disability and also in need

of specially-designed instruction, the IEP team makes every effort to include those students in the general education curriculum with the provision of supplementary aides and services. All special education teachers and instructional paraeducators have received professional development training in the use of the Supplementary Aides and Services (SAS) Toolkit for the purpose of guiding IEP teams through steps that lead to the identification of services and supports to enable students with disabilities to learn and succeed within general education classroom settings. In addition, the AIU Training and Consultation (TaC) coordinators have provided in-service to MASD professional and support staff in the area of Promoting Inclusive Practices. Removal from the regular education setting occurs only when the IEP team has determined that education in that environment with the provision of supplementary aids and services cannot be achieved successfully.

The Middle School offers co-taught classes in language arts, reading, mathematics, science and social studies. The high school offers a wide range of inclusionary classes for grades 9 through 12. The students have an opportunity to take various levels of math, social studies, science and English classes. Co-planning, co-teaching and differentiated instruction within classes has become integrated into all inclusionary classes. The elementary schools provide co-teaching and co-planning model in grades 3-4 through a tiered instructional approach in which the IEP team will determine student placement and programming. Staff members are trained in the areas of co-teaching and differentiation. Differentiated instruction in the areas of English Language Arts and Mathematics occur in a student's least restrictive environment. In grades k-2, students will receive special education services through a multi-tiered system of supports to assist students in meeting continual academic success. The supports of specially designed instruction, reading specialists, special education teachers, and paraeducators are available to help create the least restrictive environment for student learners. In grades K-4, removal from the regular education setting occurs only when the IEP team has determined that education in that environment with the provision of supplementary aids and services cannot be achieved successfully. Special education teachers and regular education teachers work closely to ensure that specially designed instruction and goals are delivered in the least restrictive environment through the use of supplementary aides and services at all times. In order to address the increase in young students enrolling in the district with trauma histories and significant emotional/behavioral issues, the district has established an Elementary Emotional Support classroom to serve students in grades K-4 to receive both academic and emotional/behavioral needs. This program will be designed for students that have moderate to severe behavioral, social, and emotional, impairments. This program includes a partnership with Wesley Family Services to provide a psychiatrist and mental health therapist to assist with providing the much-needed therapeutic component to the students' school day. The psychiatrist meets with school staff and parents on a monthly basis in order to discuss academic progress, medication, behavior. Based on student need, the least restrictive environment will be implemented by offering full-time, supplemental, and itinerant placement options at a district-based elementary school. The primary goal is to return students to their regular education programming through the development of academic, behavioral, social and emotional supports. Implementation of this program is thought to be an additional option on the LRE continuum before referring these at-risk students to out-of-district placements. The Emotional Support program features a curriculum that is aligned to state standards, positive behavior support services, inclusionary opportunities, related services when applicable, and support services through instructional paraeducators, school psychologist, and

district service coordinator. Students may be instructed in the following content areas but are not limited to English language arts, mathematics, science, and social studies. The maximum full-time caseload under Chapter 14 Regulations and Standards is 12 students.

Beginning with the 2019-2020 school year, the District expanded its partnership with Wesley Family Services to provide mental health and psychiatric supports to students at the Moon Area Middle School. This was deemed necessary in order to provide continuity of supports to those students moving to the Middle School from the Elementary Emotional Support program and other Middle School students with mental health needs who are newly identified at this level. Consistent with the elementary approach, the Middle School program includes regular contact with a therapist, specific plan of service for identified students, monthly treatment team meetings with the psychiatrist, education and support for families and crisis intervention for students who may be exhibiting a danger to themselves or others.

The District offers seven K-12 Life Skills Support classrooms to address the needs of students with disabilities. The Moon Area School District has been receiving consultation from the PaTTAN Autism Initiative ABA (Applied Behavior Analysis) Supports since 2010. 7 special education classrooms now participate in the initiative and are supported by 2 PaTTAN consultants and Internal Coaches and Board Certified Behavior Analysts through a partnership agreement with Pittsburgh Behavioral Services. This partnership has resulted in recognition of these classrooms at the state level, including presentations at the National Autism Conference in State College 5 times. Recently, these rooms were highlighted at a state-wide training in Harrisburg as a representative suburban school district implementing evidenced-based practices for children with autism and other developmental disabilities. This summer, the Moon Area ABA teachers and staff are again being acknowledged at the Penn State National Autism Conference for their ABA-based teaching in grades K-12. This instruction not only supplies students with exceptional language-based education, but also provides opportunities for student inclusion within the district and community.

The District's instructional paraeducators receive a minimum of 20 hours of professional development activities related to their assignment each school year. Paraeducators will continue to receive professional development in areas that will provide them with skills to assist our students with disabilities in maximizing their learning potential. Students with behavioral needs have behavior support plans developed and implemented as part of the IEP. Students may also receive psychological counseling as a related service depending on the nature and extent of their needs. Psychological counseling services are provided by a social worker or school counselors. Students receiving special education services in Approved Private Schools or full-time emotional support facilities are reintegrated back to the District to the maximum extent appropriate in a manner that meets their individual needs. For example, during the first semester of this year, a student attending an Approved Private School began a half-day transition back to Moon Area High School in order to become familiar and comfortable within this setting and maintain consistency and supports provided in the full-time emotional support setting. The student has transitioned back to Moon Area High School on a full-time basis during this second semester. IEP team members from both schools and the parents collaborated in order to customize the student's schedule and to ensure necessary supports are in place. It should also be noted that students attending full-time placements may attend the vocational-technical school one-half day and their one-half day as their needs and interests warrant.

Beginning with the 2019-2020 school year, the District entered into a partnership agreement with the Allegheny Intermediate Unit to serve as the host district for the establishment and implementation of a Primary Expressions Classroom which provides intensive speech and language supports and services to Kindergarten and First grade students. The classroom is staffed by a PA certified SLP who serves as the teacher of record and a second SLP to provide pull out/push in support and individual/group speech and language sessions throughout the school week. A paraeducator is also assigned to the classroom to provide support and reinforcement as needed during the school day. Students attending this program are fully integrated with typical peers where appropriate. The establishment of this partnership allows for Moon Area K-1 students with severe speech and language needs to receive services within a District elementary school while affording other Allegheny County school districts who have students with similar needs a placement opportunity on the Least Restrictive Environment continuum.

A review of the Indicator 5 section of the most recent Special Education Data Report indicates that the District's percentages of students Inside the Regular Class 80% or More and students Inside the Regular Class Less Than 40% met SPP targets, while the District's percentage of students placed in Other Settings did not meet SPP targets. The District's percentage in this area was 7.0%, while the SPP/APR target was 4.6%. Comparing the current percentage to that of the previous Special Education Data Report reveals that the percentage of students placed in Other Settings is trending in the right direction. As mentioned above, it is believed that implementation of the Emotional Support Program at the elementary and Middle School levels and K-12 ABA/Life Skills support services will provide positive results for that SPP target. Professional development training will continue to focus on meeting the needs of students on the Autism spectrum, Other Health Impairments, and Emotional Disturbance in lesser restrictive settings.

### *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.

Beginning with the 2017-2018 school year, the Moon Area School District initiated a School-Wide Positive Behavior Support program pilot at Bon Meade School. PBIS is multi-tiered framework that establishes a social culture through behavioral supports. It is used to improve social, emotional, behavioral and academic outcomes for all students. PBIS recognizes that students can only meet behavioral expectations if they know what those expectations are. Everyone learns what is considered to be appropriate behavior and uses a common language to talk about through the school day in multiple environments. The PAPBS helps supports training and provides technical assistance to the building coaches and core leadership team members to establish building expectations and common language through a research-based approach. Beginning with the 2019-2020 school year, PBIS has been expanded to include all 5 elementary school buildings across the district with ongoing



coaching and training from the PAPBS facilitator. A Commitment to Fidelity Implementation Agreement will be submitted for Pennsylvania Positive Behavior Support Network approval which will enable the district to utilize the many tools and resources the network provides. In addition, will be eligible for state/local recognition and additional funding for continued sustainability of this important program.

Refer to Wesley School-based behavioral Health Services described in detail above.

The Board recognizes that an individualized Behavior Support Plan is extremely important for students in special education programs. Behavior support programs include a variety of techniques to develop and maintain skills that enhance a student's opportunity for learning and building a sense of confidence. The Board acknowledges that each student exists as part of the whole community, both in and out of school. Each eligible student in the district is entitled to receive an education in the least restrictive environment. All students are entitled to an environment free from restrictions or injuries caused by the challenging behaviors of others. Accordingly, effective behavior support is necessary and is predicated upon the clear, direct, specific and concrete communications among school, students and family. It is essential for all districts to provide staff training for a behavioral support system to be effective. Where possible, the district administration should tap a wealth of community resources. Positive techniques for the development, change and maintenance of selected behavior shall be attempted prior to the use of more intrusive or restraining measures. When specialized intervention is required, the following basic premises are to be pursued: Behavior concerns should be addressed through goals established in the student's IEP; Positive, rather than negative, measures shall be used in designing interventions; The least restrictive alternative necessary to develop and maintain appropriate change in behavior shall be used; Appropriate replacement behavior should be identified; Instruction in task and/or work related behaviors which lead to increased academic growth and post-secondary opportunities shall be provided; Procedures should be used which can be faded, normalizing consequences to a level and type found in the community; Components of the district's Code of Student Conduct shall be used as appropriate; A team process involving appropriate students and staff shall be used when making decisions regarding any change in placement.

When strategies are necessary to intervene in dangerous and seriously disruptive behavior, students' rights are protected only through the use of clearly delineated and approved procedures, including classroom management strategies and behavior plans. The following safeguards shall be used to protect students' rights and prevent misuse of procedures: Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner so as to be a clear and present danger to himself/herself, to other students, or to employees, and only when less restrictive measures and techniques have been proven to be ineffective; The use of restraints to control the aggressive behavior of a student shall cause the meeting of an IEP team to review the current IEP and the appropriateness and effectiveness thereof. Wherever possible, this meeting shall occur within twenty-four (24) hours of the use of the restraint; The use of restraints may not be included in the IEP solely for the convenience of staff, or as a substitute for an educational program; Mechanical restraints to control involuntary movement, or lack of muscular control, to control a student due to organic causes or conditions, may be employed only when specified by an IEP and as

determined by a medical professional qualified to make the determination. Use of mechanical restraints must be agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself/herself or others, or to promote normative body position and physical functioning; The IEP team will decide the specific behavior or support plan elements necessary for each eligible student.

A behavior support plan is a special education service for eligible students whose behavioral problems interfere with their own learning or the learning of others. Positive approaches that are less intrusive will be attempted in order to maintain and support the dignity of the individual, and shall be attempted prior to the use of any negative approaches. Any student with disabilities whose behaviors interfere with learning will have an individualized program of behavior support. A behavior support plan shall be included in the IEP of any student, when appropriate, and shall include the following: Primary focus on positive rather than negative measures; Interventions that are the least intrusive necessary; Use of systematic application of behavior change techniques, and not substitute aversive techniques, restraints or discipline; use only those techniques for which the staff has been adequately trained.

The behavior support plan shall utilize two (2) levels of intervention from which to choose, depending upon staff training and type of behaviors which require attention. The two (2) levels of intervention are: Level 1 — Good classroom management strategies. No individual behavior support plan will be required as part of the IEP for Level 1 intervention; Level 2 — Specific interventions designated for individual students. An individual behavior support plan shall be required as part of the IEP, with parental consent.

The District provides on-going training in the use of positive behavior supports, de-escalation and safe physical management techniques to key personnel including special education teachers, school counselors, nurses, regular education teachers and administrators. Safety-Care is the competency-based behavioral training program model used by the District to train staff in these techniques. Safety-Care is designed to facilitate safe and therapeutic interactions between students and teachers working in educational settings. Safety-Care provides strategies for preventing and safely managing students with behavioral challenges with respect and compassion. The program is based upon an applied behavioral analytic paradigm in every component, with every technique. Guided by the principle of incompatibility, Safety-Care first focuses on training reinforcement-based strategies, teaching participants to proactively and positively engage students in behaviors that are incompatible with anger and aggression.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within

the LEA. Include an overview of services provided through interagency collaboration within the LEA.

3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Moon Area School District has not experienced difficulty ensuring FAPE for a student in a particular disability category. However, should the District be faced with this problem in the future, the Pupil Services Director in conjunction with the building principal/LEA representative would contact the Allegheny Intermediate Unit personnel responsible for interagency coordination to assist us in identifying agencies and resources. Once these agencies and resources are located, the District would convene a CASSP meeting with all appropriate parties in attendance in order to remove placement barriers so that FAPE can be assured for the student.

Should the District exhaust all known placement options for a hard to place student with disabilities, we would contact the Allegheny Intermediate Unit's interagency contact, Mrs. Susan Ackerman, to assist us in identifying other placement options, support agencies and resources. Following discussions with the interagency coordinator, the district may also contact the Supervisor of Child/Adolescent Services from the Allegheny County Department of Human Services/Department of Behavioral Health in order to bring additional agency support/expertise to the table. Knowledge gained from these discussions will be applied to any future situations when the District encounters a difficult case where appropriate placement cannot be easily identified.

The District encourages and supports collaboration between our IEP teams and outside agencies providing services to our students with disabilities. Intensive case managers, MH/MR caseworkers, and CYF representatives, therapeutic staff support personnel attend meetings as appropriate to assist the IEP teams in providing programming and supports for our students with disabilities and at-risk populations.

In the event that a student with disability would present as Homeless, the District stands ready to work with local and state agencies and perhaps the school district of origin as the situation may warrant.

A probation officer from the Allegheny County Juvenile Probation Office is assigned to Moon Area School District and works closely with the District's adjudicated students with disabilities and at-risk youth. The probation officer will attend IEP team meetings as warranted and also serves as a consultant and resource to parents, teachers and administrative staff. The Regional Educational Support Center, McKees Rocks facility, also helps to ensure FAPE for students who are transitioning from longer-term court placements to lesser restrictive settings on a short-term basis. For example, a student with a disability who may have been court-placed at George Jr. Republic may attend the lesser restrictive RESC program for a period of time so that juvenile justice officials and IEP teams can put additional supports in place and make determinations regarding the student's readiness for transition to the public school setting.

The District continues to provide professional development activities to our professional and support staffs in the areas of promoting inclusive practices for our students with disabilities.

Administrators, teachers and support staff have also received inservice on the Supplementary Aids and Services Toolkit and emphasis is made at each IEP team meeting to explore/exhaust the use of these supplementary services in the mainstream settings prior to recommending more restrictive options for students with disabilities. Moon Area also makes available to IEP team outside consultants, such as the Autism Consultant from the Watson Institute and Training and Consultation

Coordinators from the Allegheny Intermediate so that students can be educated to the maximum extent appropriate in the least restrictive settings within their neighborhood schools.

# Assurances

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## Special Education Assurances

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

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

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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
The Bradley Center	Other	Emotional Support	6
The Children's Institute	Approved Private Schools	Life Skills Support/Autistic Support	3
New Horizon School	Special Education Centers	Life Skills Support	3
Allegheny Intermediate Unit - Community School West	Other	Learning Support	2
ACLD Tillotson School	Approved Private Schools	Learning Support	3
The Education Center at the Watson Institute	Approved Private Schools	Life Skills Support	9
Wesley Spectrum K-8 School	Other	Emotional Support	5
Wesley Highland High School	Approved Private Schools	Emotional Support	3
The Prevention Network CLASS Academy	Other	Learning Support	4
The Watson Institute Social Center for Academic Achievement	Other	Autistic Support	2
St. Stephen's Lutheran Academy	Other	Autistic Support/Emotional Support	2
Mon Valley School	Special Education Centers	Life Skills Support	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 26, 2016

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	13	1
Justification: Age range variations are addressed by the IEP team on a case-by-case basis. Students exceeding range maximums are not in the same instructional group at the same time.				
Locations:				
Allard Elementary (AL1/CV)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #2 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 26, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	9	1
Locations:				
Bon Meade Elementary	An Elementary School Building	A building in which General Education programs are operated		
Bon Meade Elementary (BM2/AS)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 26, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	9	1
Locations:				
Allard Elementary (AL3/VL)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 26, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	8	1
Locations:				
Brooks Elementary (DB)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 26, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	9	0.4
Locations:				

Bon Meade Elementary (BM1/BS)	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 5	1	0.6
Locations:				
Bon Meade Elementary (BM1/BS)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #6 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 26, 2016

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	6	0.8
Locations:				
Bon Meade Elementary (BM2/KS)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	1	0.2
Locations:				
Bon Meade Elementary (BM2/KS)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #7 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 28, 2018

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 9	8	1
Justification: The IEP team has addressed the age range variance in the 10 year-old student's IEP.				
Locations:				
Brooks Elementary (BR3/MA)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #8 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 26, 2016

#### PROGRAM SEGMENTS



Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	7	1
Locations:				
Brooks Elementary (BR2/NJ)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	4	0.2
Locations:				
Bon Meade Elementary (BR3/EH) (BM/EH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 9	6	0.8
Locations:				
Bon Meade Elementary (BM/EH)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	2	0.6
Locations:				
Brooks Elementary (BR4/CP)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	6	0.4
Locations:				
Brooks Elementary (BR4/CP)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

Implementation Date: August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	12	1
Justification: Students exceeding age range limitations are not in the same classroom at the same time.				
Locations:				
McCormick Elementary (MC1/NJ)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	9	0.8
Locations:				
Bon Meade Elementary (BH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 9	1	0.2
Locations:				
Bon Meade Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	10	1
Locations:				
Hyde Elementary (KH)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #14 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	7	1

Locations:				
Hyde Elementary (BS)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #15 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	12	1
Locations:				
Moon Area Middle School - Lower House (MS1/SM)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #16 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	5	1
Locations:				
Moon Area Middle School - Lower House MS2/CP)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #17 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	2	0.4
Locations:				
Moon Area Middle School - Lower House (MS3/BN)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	5	0.6

Locations:				
Moon Area Middle School - Lower House (MS3/BN)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #18 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 12	2	0.4
Locations:				
Moon Area Middle School - Lower House (MS4/MF)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	8	0.6
Locations:				
Moon Area Middle School - Lower House (MS4/MF)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #19 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 26, 2019

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	14	1
Locations:				
Moon Area Middle School - Lower House (MS5/NH)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #20 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 11	13	0.8

Locations:				
Moon Area Middle School - Lower House (MS6/MS)	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%)	Deaf and Hearing Impaired Support	10 to 11	1	0.2
Locations:				
Moon Area Middle School - Lower House (MS6/MS)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #21 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	6	1
Locations:				
Moon Area Middle School - Lower House (MS7/MH)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #22 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	18	0.8
Locations:				
Moon Area Middle School - Lower House (MS8/CM)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.2
Locations:				
Moon Area Middle School - Lower House (MS8/CM)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #23 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	10	1
Locations:				
Moon Area Middle School - Upper House (MS9/LM)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #24 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	11	1
Locations:				
Moon Area Middle School - Upper House (MS10/KA)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #25 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 28, 2019

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	2	0.2
Locations:				
Moon Area Middle School - Upper House (MS11/KM)	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	12 to 13	6	0.8
Locations:				
Moon Area Middle School - Upper House	A Middle School Building	A building in which General Education programs are operated		

**Program Position #26 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	3	0.2
Locations:				
Moon Area Middle School - Upper House (MS12/LS)	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	12 to 14	9	0.8
Locations:				
Moon Area Middle School - Upper House (MS12/LS)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #27 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 12	2	1
Locations:				
Moon Area Middle School - Upper House (MS13/VF)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #28 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	6	1
Locations:				
Moon Area Middle School - Upper House (MS14/KB)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #29 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 28, 2019

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	13	1
Locations:				
Moon Area Middle School - Upper House (MS15/AT)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #30 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 25, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	10	1
Locations:				
Moon Area Middle School - Upper House (MS16/RM)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #31 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	3	0.4
Locations:				
Moon Area Middle School - Upper House (MS17/MF)	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	11 to 14	7	0.6
Locations:				
Moon Area Middle School - Upper House (MS17/MF)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #32 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**



Type: Position  
Implementation Date: August 28, 2019

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	1	0.2
Locations:				
Moon Area Middle School - Upper House (MS18/KS)	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	11 to 14	9	0.8
Locations:				
Moon Area Middle School - Upper House	A Middle School Building	A building in which General Education programs are operated		

**Program Position #33 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.8
Locations:				
Moon Area High School (HS1/CS)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.2
Locations:				
Moon Area High School (HS1/CS)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #34 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	11	0.5
Locations:				
Moon Area High School (HS2/EN)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	7	0.5
Locations:				
Moon Area High School (HS2/EN)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #35 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	14	0.4
Locations:				
Moon Area High School (HS3/SW)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	3	0.6
Locations:				
Moon Area High School (HS3/SW)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #36 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 17	16	0.6
Locations:				
Moon Area High School (HS4/DP)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	16 to 17	2	0.4
Locations:				
Moon Area High School (HS4/DP)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #37 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.6
Locations:				
Moon Area High School (HS5/PP)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	15 to 18	5	0.4
Locations:				
Moon Area High School (HS5/PP)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #38 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	6	0.2
Locations:				
Moon Area High School (HS6/SN)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	11	0.8
Locations:				
Moon Area High School (HS6/SN)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #39 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	8	0.6
Locations:				
Moon Area High School (HS7/CN)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	4	0.4
Locations:				
Moon Area High School (HS7/CN)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #40 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	14	0.6
Locations:				
Moon Area High School (HS8/HM)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 18	1	0.4
Locations:				
Moon Area High School (HS8?HM)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #41 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	13	0.6
Locations:				
Moon Area High School (HS9/RM)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	4	0.4
Locations:				
Moon Area High School (HS9/RM)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #42 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	9	1
Locations:				
Moon Area High School (HS10/KY)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #44 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	50	0.8
Justification: SLP sees students in age appropriate groups.				
Locations:				
Bon Meade Elementary (SLP1/NG)	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	11 to 12	3	0.1
Locations:				
Moon Area Middle School - Lower House (SLP1/NG)	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 14	1	0.1
Locations:				
Moon Area Middle School - Upper House (SLP1/NG)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #45 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	19	0.4
Justification: SLP sees students in age appropriate groups.				
Locations:				
Hyde 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	11 to 12	25	0.4
Locations:				
Moon Area Middle School - Lower House (SLP2/BJ)	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	12 to 14	11	0.2
Locations:				
Moon Area Middle School - Upper House (SLP2/BJ)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #46 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 26, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	24	0.4
Justification: SLP meets students within appropriate age ranges.				
Locations:				
Brooks Elementary (JM)	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	10 to 13	8	0.15
Locations:				
Moon Area Middle School - Lower House (JM)	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	12 to 14	4	0.15
Locations:				
Moon Area Middle School - Upper House (JM)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	18	0.3
Justification: SLP sees students within appropriate age ranges.				
Locations:				
McCormick Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #47 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 27, 2019***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 10	12	0.2
Justification: SLP meets with students in age appropriate groups.				
Locations:				
Bon Meade Elementary (JessM)	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	10 to 12	3	0.1
Locations:				
Moon Area Middle School - Lower House	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	12 to 13	3	0.1
Locations:				
Moon Area Middle School - Upper House	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	6 to 10	30	0.6
Justification: SLP sees students in age appropriate groups.				
Locations:				
Brooks Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #48 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 27, 2019***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	24	0.5
Justification: SLP meets with students in age appropriate groups.				
Locations:				
Allard Elementary (JB)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #49 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 10	1	0.38
Locations:				
Allard Elementary (HI/DC)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 10	2	0.12
Locations:				
Brooks 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	Deaf and Hearing Impaired Support	8 to 8	1	0.07
Locations:				
Hyde Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #50 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.02
Locations:				
Allard 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	20 to 20	1	0.06
Locations:				
Moon Area High School	A Senior High School Building	A building in which General Education programs are operated		



Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.02
Locations:				
McCormick 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	13 to 13	1	0.03
Locations:				
Moon Area Middle School - Upper House	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #51 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* August 28, 2019

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	10 to 10	1	0.1
Locations:				
Bon Meade Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 9	2	0.3
Locations:				
Bon Meade Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 10	6	0.6
Locations:				
Bon Meade Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #52 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* August 28, 2018

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Life Skills Support	14 to 20	9	1

but More Than 20%)				
Justification: Age range variations are addressed by the IEP team and on a case by case basis.				
Locations:				
Moon Area High School - Room 148	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #53 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 26, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Speech and Language Support	6 to 8	3	1
Locations:				
Brooks Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #54 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 27, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 6	1	0.07
Locations:				
Bon Meade 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	Deaf and Hearing Impaired Support	6 to 6	1	0.03
Locations:				
McCormick 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	Deaf and Hearing Impaired Support	15 to 18	4	0.64
Locations:				
Moon Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 15	2	0.13
Locations:				

Moon Area Middle School - Upper House	A Middle School Building	A building in which General Education programs are operated		
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### Special Education Support Services

Support Service	Location	Teacher FTE
Pupil Services Director	All Buildings	1
School Psychologist	All Buildings	2
School Counselors	High School	4
School Counselors	Middle School	2
School Counselors	Elementary Buildings	3
Instructional Paraeducators	All buildings	54
Special Education Clerk	Central Office	1
Transition Coordinator	High School	1
Transition Services Assistant	High School	0.5
Administrative Assistant	Central Office	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Secondary Transition Consultant	Outside Contractor	1 Days
School Based Therapeutic Services - Wesley Family Services (Bon Meade)	Outside Contractor	5 Days
School Based Therapeutic Services - Wesley Family Services (Middle School)	Outside Contractor	2 Days
School Social Worker Services	Intermediate Unit	2 Days
Pittsburgh Behavior Services - Internal Coaching and Supervisory support for K-12 ABA/Life Skills Support Classrooms	Outside Contractor	5 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	To provide ongoing professional development activities to professional and support personnel related to addressing the needs of students presenting with autism spectrum disorders. Completion of small and large group training sessions and continued high rate of participation of students with disabilities taking PSSA tests, Keystone exams, etc. Students with autism spectrum disorders scoring at proficient or advanced levels on PSSA/PASA will be consistent with state targets for AYP.
<b>Person Responsible</b>	Pupil Services Director; Curriculum Director; Assistant Superintendent
<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>	6
<b># of Participants Per Session</b>	100
<b>Provider</b>	Allegheny Intermediate Unit Training and Consultation Coordinator; Pace School Staff
<b>Provider Type</b>	IU
<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> <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</p>

	community partners.
<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>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
<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> <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>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>
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom

	<p>environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p>
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## Behavior Support

<b>Description</b>	Students with disabilities will interact with adults and other students within the school setting in an appropriate manner so their behavior does not interfere with their learning or that of others. Ongoing professional development will be provided in the areas of positive behavior supports and deescalation/safe physical management. Discipline reports including suspensions will decrease by 1% per year.
<b>Person Responsible</b>	Pupil Services Director; Building Principals
<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>	3.0
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	100
<b>Provider</b>	Allegheny Intermediate Unit Training and Consultation Coordinator; District School Psychologist
<b>Provider Type</b>	IU
<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> <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>

	Empowers educators to work effectively with parents and community partners.
<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>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p>
<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> <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>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	Discipline Reports; Suspension Data.

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## Paraprofessional

<b>Description</b>	District paraeducators will be provided with a minimum of 20 hours of professional development activities each school year in order to ensure those individuals possess the knowledge and skills necessary to meet the needs of students with disabilities for whom they serve. Areas targeted for training include: positive behavior supports, instructional strategies, and professional/ethical conduct.
<b>Person Responsible</b>	Pupil Services Director; Assistant Superintendent
<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>	3.0
<b># of Sessions</b>	21
<b># of Participants Per Session</b>	53
<b>Provider</b>	Allegheny Intermediate Unit Training and Consultation Coordinator
<b>Provider Type</b>	IU
<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> <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</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



<b>leadership roles</b>	<p>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>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Paraprofessional</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>
<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>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p>

## Reading

<b>Description</b>	<p>Students with disabilities will demonstrate increased achievement results in reading, mathematics, writing, and other academic areas as outlined in the Pennsylvania core standards. The District has adopted the Wilson Foundations prescriptive reading programs for use with at-risk students in the elementary grades. In addition to Foundations, intensive reading support is supplemented with word building and decodable texts. Differentiation and scaffolding will be critical elements to the co-taught classroom. Instructional units built to meet</p>
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	the expectations of the PA Core Standards and supported with well-aligned formative and summative assessments allow for teachers to build toward mastery for all students.
<b>Person Responsible</b>	Assistant Superintendent and Building Principals
<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, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	18
<b># of Participants Per Session</b>	30
<b>Provider</b>	Assistant Superintendent; Allegheny intermediate Unit Reading Achievement Center; Foundations Reading Trainer
<b>Provider Type</b>	IU
<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> <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>LEA Whole Group Presentation          Series of Workshops          School Whole Group Presentation          Department Focused Presentation          Professional Learning Communities          Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers          Principals / Asst. Principals          New Staff          Other educational specialists          Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)          Elementary - Intermediate (grades 2-5)          Middle (grades 6-8)          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          Analysis of student work, with administrator and/or peers          Creating lessons to meet varied student learning styles          Lesson modeling with mentoring          Journaling and reflecting</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.          Student PSSA data          Standardized student assessment data other than the PSSA          Classroom student assessment data          Participant survey          Review of participant lesson plans</p>

## Transition

<b>Description</b>	Students with disabilities will demonstrate increased ability to transition to
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	post-secondary programs, to work, and/or supported employment following graduation. Inservice trainings will focus on ensuring special education teachers continue to develop measurable, coordinated IEP goals and transition service activities that assist students with disabilities to achieve their post-secondary goals. This will be evidenced by a continued high rate of students with disabilities graduating from high school, entering post-secondary education programs and/or employment in their chosen fields.
<b>Person Responsible</b>	Transition Facilitator; Pupil Services Director
<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>	3.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	30
<b>Provider</b>	Allegheny Intermediate Unit; Transition Consultant; OVR: Peer Collaborative Sessions; Networking with Local Districts
<b>Provider Type</b>	IU
<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> <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>Instructs the leader in managing resources for effective results.</p>

<b>Training Format</b>	Department Focused Presentation
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  School counselors  Paraprofessional  New Staff  Other educational specialists  Related Service Personnel  Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)  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>Analysis of student work, with administrator and/or peers  Peer-to-peer lesson discussion  Lesson modeling with mentoring  Journaling and reflecting</p>
<b>Evaluation Methods</b>	<p>Classroom student assessment data  Participant survey  Review of participant lesson plans  Review of written reports summarizing instructional activity  Portfolio</p>

# 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).

**Affirmed by Danielle Zieger on 6/9/2020**

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*Board President*

**Affirmed by Barry Balaski on 6/1/2020**

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*Superintendent/Chief Executive Officer*