

Slippery Rock Area SD  
**Special Education Plan Report**  
07/01/2018 - 06/30/2021

# District Profile

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## Demographics

201 Kiester Rd  
 Slippery Rock, PA 16057-1601  
 724-794-2960  
 Superintendent: Alfonso Angelucci  
 Director of Special Education: Laura Green

## Planning Committee

Name	Role
<b>Herb Basham</b>	Administrator : Special Education
<b>Kristie Shulsky</b>	Administrator : Special Education
<b>Mandy Wallace</b>	Elementary School Teacher - Regular Education : Professional Education Special Education
<b>Katherine Miller</b>	Elementary School Teacher - Special Education : Special Education
<b>Mara Papley</b>	Elementary School Teacher - Special Education : Special Education
<b>Les Fine</b>	High School Teacher - Regular Education : Professional Education Special Education
<b>Melanie Cole</b>	High School Teacher - Special Education : Special Education
<b>Meghan Kelly</b>	Middle School Teacher - Special Education : Special Education
<b>Sara Whitman</b>	Parent : Special Education
<b>Laura Green</b>	Special Education Director/Specialist : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 350

### *Identification Method*

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

The Slippery Rock Area School District uses a regressed discrepancy model between ability and achievement to determine the presence or absence of a learning disability. The evaluation data includes comparisons to normative assessments, as well as student progress and data on state and local assessments. Classroom behavioral data, both observed and reported, is used in this determination. Parental input via questionnaires or interviews is sought. Information from teachers and related service providers related to classroom behavior and performance is used. Outside Evaluations provided by the parents are reviewed and included as appropriate. How the student has responded to classroom and other interventions is incorporated, as appropriate. The following statements are considered and addressed in the Evaluation Report:

1. Whether the student achieves adequately for the student's age or does not meet State approved, grade-level standards when provided with learning experiences and scientifically-based instruction appropriate for the student's age or State approved grade-level standards and level of English language proficiency in the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skill, reading comprehension, mathematics calculation and mathematics problem solving.

2. Whether the student demonstrates a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development. The basis for making the determination whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services or whether the child does not respond to research-based interventions noting that no single method is always used in making this determination. A team, including a minimum of the student's teacher, a school psychologist, and the student's parent are involved with making this decision.

3. The instructional strategies used and relevant student data collected.

4. The educationally relevant medical findings, if any.

5. The effects of the student's environment, culture or socio-economic background.

6. Data supporting that prior to referral or as part of the referral process for a specific learning disability, the general education instruction was provided by qualified personnel, including English Language Services.

7. Observation in student's learning environment (general education classroom) to document student's academic performance and behavior in the areas of concern. The relationship of that behavior to the student's academic functioning is noted.

Prior to a referral for special education eligibility, there are various levels of intervention in place to further examine and provide support for student academic and behavior concerns. The description of the process is outlined as follows:

**Screening Process:**

- Review of school records (attendance, office discipline referrals, report cards and previous child study referrals)
- Review of school health records for vision, hearing, and any other health-related concerns
- Review of curriculum and performance based assessments i.e. PSSA, Dibels Data, Aimsweb, Title I assessments, CDTs, Study Island Benchmarking data, curriculum based assessments in Reading and Mathematics using researched based District approved curriculum,
- Child Study Team pre-referral intervention process which includes targeted and evidenced-based interventions for a student (individual or small group) for a prescribed amount of time and frequency level
- Data Team meetings at K-5 level to review progress monitoring data (Dibels, Aimsweb, CDTs, Bracken)
- Grade Level Team meetings K-8 review grade level data (Benchmarking, Study Island)
- Department Meetings 9-12 to review data (Keystones, Aleks)

**Pre-referral intervention:**

**Tier I Interventions:** Differentiation of instruction and use of research-based interventions to meet the needs of individual learners and to offer the appropriate level of challenge for each learner. Differentiation strategies may vary how content is introduced to students, how information is processed by students, and how students demonstrate learned content. Interventions may include smaller groups, extra time, demonstrations, pictures, graphics, written key words to support text

information, oral discussions oral presentations, group collaboration, hands on activities, movement or rhythmic experiences, or alternating between active and passive activities. Universal screening is utilized to identify at-risk students.

Collaboration with parents on an intervention plan that addresses specified learning needs of the student is used. A log of intervention efforts and students' progress may be used.

**Tier II Interventions:** Students who are identified as at-risk by universal screening are provided small group instruction, targeted interventions to address learning issues, and use of research-based intervention strategies and instructional materials. The programs Read Naturally, Handwriting Without Tears, Wonderworks, Language for Learners, Touch Math are an example of research based materials used. Parents and the school team meet to collaborate on needs, interventions and progress. Interventions are monitored using progress monitoring measures including Aimsweb and Dibels probes and graphing.

Collaboration with parents continues, including regularly scheduled meetings. A log of intervention efforts and students' progress is used.

Screening assessments as needed to assess reading skills, math skills, writing skills, ability, visual-motor development, behavior, attention, social interaction and other issues as necessary.

**Tier III Interventions:** When a student continues to fall significantly behind peers, even with Tier II interventions, Tier III interventions are utilized. Tier 3 interventions use the same research-based instructional materials and staff members, but are of more intensity and longer duration. Interventions are targeted to match skill deficits identified in earlier tiers, universal screening, targeted screenings, and/or results of progress monitoring. Additional screening assessments may be utilized.

Collaboration with parents continues, including regularly scheduled meetings. A log of intervention efforts and students' progress is used.

If a student continues to fall significantly behind peers in Tier III, a Multi-disciplinary Evaluation can be requested by parent and/or school district.

#### **Evaluation Process:**

- Multi-disciplinary Evaluation initiated by parent and/or district.
- Intellectual ability and academic achievement data collected form an individually administered assessments with the school psychologist
- Team data collection and parental input is incorporated into the Evaluation Report

## *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 Special Education Data Reports for the 2011/2012 through the 2015/2016 school years shows no significant disproportionality percentages for the district compared to the state in any area of enrollment by disability category. Speech and Language percentages back in 2011/2012 were the largest percentage of difference at 7% (District 23.1% and State 16.2%). This has since been reduced to a .8% difference in which the district's percentage is lower than the State percentage.

Additionally there is no disproportionality in the identification of exceptional children by race or ethnicity according to the data. The data for students with disabilities is comparable to those without disabilities in the general population. There is no evidence that children are misidentified by race or ethnicity. The district would take immediate steps to ameliorate any disproportionality if identified. The District believes that it has an efficient procedure in place to prevent the inappropriate identification of students with disabilities by race/ethnicity through basing decision-making solely on the needs of the individual student. The school psychologist uses testing instruments that are not biased and ensures accurate results. At all levels student progress is reviewed by the staff quarterly at each report card distribution for trends in student performance and the strategies that are being implemented at that building.

Annually, the District administration and school psychologist review the Childfind Information that includes the students' age, grade, and ethnicity and referral source. Review of this information not only helps administration determine the ethnicity of students being referred, but also training needs across the District for teachers. The District administrative team is cognizant of the importance of seeking to improve student and teacher performance and seeks ways to accomplish that goal wherever and whenever a weakness is found by reviewing the Childfind information and determine the most efficient way to support teachers which may be through self-directed research, attending seminars, conferences, and other training offered through PDE, PaTTAN, and or the MIU IV.

The District prevents the inappropriate identification of students with disabilities by disability category following the policies and procedures based upon the individual needs of the student as determined by the IEP Team as well as by the review of the Childfind information.

## *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?

Slippery Rock Area School District is committed to providing FAPE to any eligible student residing in the District. When the district is made aware of a student who is in need of special education or thought to be in need of special education, the District procedures are followed as would be for any other student. An evaluation process would be initiated and an IEP, if necessary, would be generated, based on the Evaluation Report. Programming, location, related services and specially-designed instruction would be addressed to ensure the student's educational success. The District will also communicate and report student progress to the institution/facility, parent (assigned surrogate if appropriate) and the district of residence.

The District has not encountered any barriers that would limit its obligations under Section 1306 of the Public School Code. There are no facilities located with the district that provide educational services as the host district. If a facility would locate within the District communication with Facility/Institution would be initiated by the District. As the Host, the District would notify and submit PDE form 4605 to the District of residence and request educational records for enrollment. The District, as Host, would convene the IEP team (including parent, facility/institution, District of Residence) to determine educational placement. Least Restrictive Environment considerations at the local public school building unless a more restrictive placement is already in place or the team determines the local public school cannot appropriately meet the student's needs.

The District would participate in the IEP for any district student served by another entity. There are no prisons or other locations for incarcerated students located with the District. If a facility were to located within the District, the District would utilize existing Child Find procedures and design a system to ensure a free appropriate public education (FAPE) is available and provided for any student identified and in need of special education services and participate in that student's IEP.

The District updates the Annual Public Notice each year based on direction give the Midwestern Intermediate Unit IV staff and the Pennsylvania Department of Education. The Annual Public Notice contains all required elements. The LEA will annually notify a non-public schools in the Slippery Rock Area School District and surrounding communities of available special education services. There is regular communication and coordination of services from Early Intervention programs operated by MIU IV and with all other local preschool providers in the area. The Slippery Rock Area School District is not currently a host district for any child's institutions. The District does not believe any problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code at this time.

### *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).

There are no prisons or other locations for incarcerated students located within the District. If a facility were to locate within the District, the District would utilize existing Child Find procedures and design a system to ensure a free appropriate public education (FAPE) is available and provided for any student identified and in need of special education services and participate in the IEP process. The Slippery Rock Area School District is committed to providing FAPE to any eligible student residing in the District, including those that may be incarcerated. When the district is made aware of an incarcerated student who is need of special education or thought to be in need of special education, the District procedures are followed as would be for any other student. An evaluation process would be initiated and an IEP would be generated based on the Evaluation Report. Programming, location, related services and specially-designed instruction would be addressed to ensure the student's educational success.

The LEA is familiar with the requirements of transfer of records to the appropriate authorities. A copy of the Family Educational Rights and Privacy Act (FERPA) regulations as they relate to the transfer of student records is on file in each office and has been reviewed they the administrative team. In the event a crime has been reported, requested records are forwarded without obtaining permission in compliance with judicial orders, or administrative agencies that have power of subpoena. Parents and/or students shall be notified of all such orders and of the school's compliance.

The District would participate in any IEP meeting for any special education eligible student who resides in Slippery Rock Area School District and is incarcerated at a facility located outside of our District.

### *Least Restrictive Environment*

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

The Slippery Rock Area School District adheres to the guidelines and procedures as outlined in Chapter 14 for servicing students in the least restrictive environment to the maximum extent appropriate. Accommodations, modifications, Child Study Team and Multi-Tiered Support System strategies are provided within the regular education setting prior to referral for multidisciplinary evaluation. The District is committed to providing Least Restrictive Environment (LRE) for students and starts with ensuring that Individualized Education Program (IEP) team begins with the General Education setting, utilizing supplementary aids and services before considering a more restrictive environment. Specific questions embedded in the IEPs help assist IEP teams when considering educational placement. The IEP team reviews all data and information and discusses LRE questions to help determine the educational placement for students that is least restrictive and reasonably assures meaningful educational benefit.

In Slippery Rock Area School District, all students are included in the General Education environment for at least some portion of their school day. A continuum of services is provided in which students are able to access supports and services in their local neighborhood school. Some services are located in a specific building due to low numbers and location of specific staff support. The IEP team utilizes data from the current Evaluation Report, previous IEPs, teacher, related service and parent information, and any other current data and information available when considering educational placement. All supplemental aids and services available to the IEP team are considered before removal from the General Education environment. The Supplementary Aids and Services Toolkit (on PaTTAN website) is available to the IEP team to guide them through the steps that identify services and supports which could allow a student with a disability to make progress and succeed within the General Education setting.

Example Supplemental Aids and Services include but are not limited to:

**Collaborative:**

- Scheduled time for co-planning and team meetings
- Co-teaching
- Paraprofessional support
- Teacher directed small group instruction
- Professional development related to inclusionary practices
- Assistive technology training
- Special educator support
- Early Intervention transition meetings
- Transition meetings with outside agencies for secondary students with VR/MHMR/  
community agencies
- Progress reporting
- Coordination with outside agencies (OVR, Juvenile Probation, Children and Youth Services,  
MH/MR, Community Service Providers)
- Mental Health Providers in school
- TSS, BSC, MT Services in school

**Instructional:**

- Differentiated Instruction
- Alternative means for students to demonstrate understanding of concepts
- Testing modifications
- Alternative materials and/or assistive technology
- Alternative method of instruction
- Pre-teaching, re-teaching, repetitive skills instruction, cueing, and prompting

- Providing research-based supplementary materials (Utilizing flex grouping via skill groups, Study Island, Read Naturally, and selected reading programs)
- Hearing/Vision Support Services
- Occupational Therapy Services
- Physical Therapy Services
- Orientation and Mobility Training Services
- Speech and Language Support Services
- Extended School Year Services
- Transition Services
- SAP Training and Supports
- Bullying Prevention Programs

**Physical Environment:**

- Furniture arrangement
- Adaptive equipment
- Room dividers
- Adjustments to sensory environment
- Wheelchair accessibility
- Seating arrangements
- Specialized Transportation
- Specialized Furniture--modified chairs, tables, desks for accessibility
- Building structural aids--grab bars, trays, ramps, Hoyer chairs, lifting devices
- Classroom/Individual sound field systems
- Adaptive writing surfaces
- Accessible bathrooms

**Social-Behavioral:**

- Social skills instruction
- Counseling supports

- Peer support
- Positive behavior support plans
- Structured rules and expectations
- Cooperative learning experiences

The IEP teams are aware that students must be educated in the LRE which begins with the General Education Classroom. Prior to removing the student from the general education environment there must be demonstration that instruction in that setting could not be satisfactorily met even with supplementary aids and services. If the IEP team determines the General Education setting is not appropriate, they work through the continuum of services until the LRE is determined. The District supports students at the Itinerant, Supplemental and Full-time levels. To determine if a student requires a more restrictive setting, the IEP team reviews Section VII of the IEP, Educational Placement, which contains 6 questions the IEP team must discuss when determining LRE.

The District employs paraprofessionals that support students in both the Special Education and General Education environments. All paraprofessionals have acquired Highly Qualified status or are in the process of earning this status. All paraprofessionals receive the required 20 hours of professional development on a variety of topics to support students, special education and general education teachers in the educational environment. They also assist with providing accommodations and modifications identified in students' IEPs.

The Special Education teachers consult and work collaboratively with General Education teachers when students are placed in the General Education setting. In grades 7-12, students with and without IEPs have opportunities to participate in co-taught classrooms. These classrooms have a Special Education certified teacher and content certified teacher providing instruction in a variety of co-teaching models. Co-Teaching has also been implemented in Math in grades 3-5 at the elementary level at the beginning of the 17/18 school year. The elementary Special Education certified teachers and paraprofessionals connect with General Education classrooms at each grade level in grades K-8 providing supports and service enabling students to participate in the General Education environment for Social Studies, Science, Specials, lunch, recess, homeroom, and all special activities and programs throughout the school year.

In the District, students with IEPs typically spend more time in the General Education Environment as they grow older. Through the Career and Work Standards, the 339 Guidance Plan for the District provides experiences and learning opportunities to prepare students for transition from High School. As required by Chapter 14 regulations, from the identified age of 14 (and even before), students with IEPs have specific goals to address "Life after School" in the 3 specific areas of Post-Secondary Education, Work, and Daily Living. Some of the supports offered at school may not be available to them in a post-secondary educational environment or in the workplace making it crucial

to provide students with IEPs which provide the skills necessary for independence. General Education environments and opportunities such as Butler County Vocational Technical School and Community/Vocational Based Instruction and Education provide students with job-related and self-advocacy skills necessary for success in the workplace and community.

The District will attempt to service students within the home district prior to looking for a placement outside of the student's home district. The District has a comprehensive array of programs and services either within the District, at locations operated by neighboring districts, through participation in Intermediate Unit operated multiple-district programs, or programming provided through private institutions operated within the region. Regardless of the student's placement, the District encourages participation with same age peers in the general education setting for nonacademic and extracurricular activities. The Director of Special Education is scheduled to attend each IEP meeting unless unavailable. When this occurs, the school psychologist or building principal will act as the LEA.

The Slippery Rock Area School District is aware of the need to decrease the number of students placed outside of the district to reach the SPP target of 4.6%. The 2105-2106 Special Education Data Report indicates the District is 2% above the SPP target. The District has been addressing this issue through increasing professional and paraprofessional staff specifically toward the development of greater capacity in the areas of emotional and autistic support at the elementary level. The district now operates an emotional support and autistic support classroom in both elementary buildings. Beginning in the 2018-2019 school year, the District will offer Life Skills Support for elementary students grades K-5 in one of the district's elementary buildings in order to serve students within the local school district. The District will also plan to open a Life Skills Classroom at the Middle School for students in grades 6-8 in the fall of the 2019-2020 school year. In the past 2 years the District has experienced a shift in its population of special needs students in terms of educational requirements due to families moving into the district with children already identified and receiving services that required placement outside of the District boundaries and/or requiring more service delivery outside of the regular education setting.

The District is also aware of the fact that the special needs population reported in Indicator #5-- Educational Environment category of "SE inside Regular Education Class 80% or more" is below the State percentage by 4% and the SPP Target by 5% in the 2015-2016 Special Education Data Report. As noted previously, the district has experienced a shift in its population of special needs students in terms of educational requirements due to families moving into the district with children already receiving services at a higher level as well as students entering school-age Kindergarten from pre-school and Early Intervention programs with significant deficits, disabilities, needs and services already in place requiring more service delivery outside of the General Education setting. The District will continue to work vigorously toward keeping these students in general education for as much time as appropriate to meet these students' unique needs as well as having the educational delivery of these services as close to the District as possible. In addition, the District continues to provide professional development opportunities in Autism, Behavior Support, and Differentiated Instruction which is designed to provide staff with the tools and strategies to use within their

classrooms to address and support student needs. The District utilizes site-based training, consultative and technical assistance opportunities available through MIU4, PDE/PaTTAN as well as other public or private agencies to increase capacity to service its' student population. The District will continue to explore creative ways to increase capacity to provide educational programming and services in the least restrictive educational setting moving forward.

## *Behavior Support Services*

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

The District employs Positive Behavior Supports (PBS) as the primary method of addressing problematic behaviors. The buildings all implement Anti-Bullying Programs and the elementary and middle school staffs have received training through the Olweus Bullying Prevention Program. Presently there are trained and active Student Assistance Program Teams in each building that provide for emotional and behavioral supports services and components to students in grades K-12. Trainings and Updated Professional Development for these teams will continue going forward. The District currently collaborates with a local mental health/behavioral agency to provide individual, confidential mental health counseling to students in all buildings K-12. In conjunction with the District's commitment to provide services to families and students in need, the District continues to collaborate with various mental health services providers, programs and institutions located in the local area.

District personnel are trained in positive behavior techniques and crisis de-escalation and restraint procedures. The District's paraprofessionals, special education teachers, and other identified staff have go through yearly training in Safety Mechanics facilitated by certified trainers from Midwestern Intermediate Unit #4. The most recent group training taking place on 10/9/17. Currently the District will move to Safety Care de-escalation and restraint training beginning in the 2018-2019 school year as this is the method MIU #4 has transitioned to and offers to district staff.

The District maintains and reports data on the use of restraints and reviews the data regularly to ensure required waivers and IEP meetings are within 10 days of restraints. Parents are immediately notified if a restraint occurs and they receive a follow-up letter that a restraint was used on their child. An IEP meeting is offered and the parent can accept or decline the meeting. If the parent accepts an IEP meeting following a restraint, the District makes every effort to hold the IEP meeting within 10 days of the restraint.

All students who are identified with an Emotional Disturbance are evaluated to determine the need for a Positive Behavior Support Plan (PBSP) that includes techniques and interventions based on research. Students who have behaviors that interfere with learning and require specific interventions have PBSPs as a part of their IEP that include techniques and interventions that are based on research. With parent permission, a Functional Behavioral Assessment (FBA) is conducted to determine what is causing the behavior. Results of the FBA are used to develop goals and interventions to be used in the PBSP for the student.

Some students have the use of restraints as part of the IEP. The restraint will be utilized as a last resort if there is a clear and present danger to the student or others and less restrictive techniques have not or will not work. The PBSP contains measures to support the student and teach him or her skills to control/replace the problem behavior.

The District has a plan for eliminating the use of restraints through Positive Behavior Techniques and Supports. The Positive Behavior Supports in the District are based on positive measures designed to help students and contain goals and specially designed instruction that reinforce positive behavior. If the District must use a restraint in the event of self-injurious or aggressive behavior, the restraint will be performed by appropriately trained personnel. The use of prone restraints is prohibited in the District.

This behavior management policy of the Slippery Rock Area School District represents a three (3) tier hierarchal model of behavior management which are determined by the degree of need for each student. As behavior concerns increase, the level of behavior intervention increases in intensity. At all levels of support, three elements are always included: positive measures rather than negative supports are used; supports include researched-based and best practices strategies; and the least restrictive and/or intrusive supports are considered and implemented first. The policy also presents an array of models and techniques from which to choose depending upon staff training and type of behaviors which require attention. Level I strategies are employed through the implementation of individual teacher/classroom management measures that are based on school district and building policies and procedures. Level II interventions require completion of a Functional Behavioral Assessment (FBA) to determine antecedents and consequences related to behaviors of concern. A PBSP is developed from the FBA that is specific to the needs of individual students, is implemented with the child's IEP. Level III interventions are employed only when Level I and II interventions have failed and determined to be ineffective. Level III interventions require the IEP team to reconvene. Aversive techniques are not be used and discipline and restraint are not used as a substitute for a behavior management program. The use of restraints is considered a measure of last resort, only to be used after less restrictive measure, including de-escalation techniques have failed.

### **Level I**

Level I of Postive Behavior Support consists of universal classroom management strategies. Individual classroom management strategies are linked to the overall building and district positive behavior management policies. The goal of classroom management is to create and sustain a positive classroom environment that encourages behavior conducive to learning. Classroom management is directly linked to instruction. When students are actively engaged in authentic learning experiences, research indicates that undesirable behavior diminishes. Teachers encourage positive behaviors through teaching expectations and routines, actively supervising the classroom, modeling, redirecting and prompting desirable behavior and providing positive reinforcement.

## **Level II**

When Level I interventions have been unsuccessful and the IEP team has determined that a student's behavior is impeding his/her learning or that of others, Level II interventions are implemented. Level II intervention first requires that parental permission is obtained to conduct an FBA. The FBA is a process of identifying the events that reliably predict and maintain problem behavior. The goal of the FBA is to define target behavior, identify antecedents and consequences of the behavior and analyze patterns to develop a summary statement of function of the behavior. Various tools are used in the FBA process to gather information and data and can include teacher, parent and student interviews/questionnaires, direct observations and checklists. The data gathered in the assessment enables the IEP team to develop a hypothesis regarding the function of the student's behavior which then guides the development of a PBSP.

A PBSP is created based on the findings of the FBA and implemented along with the student's IEP. The PBSP utilizes positive techniques and interventions that are the least intrusive. The goal of the PBSP is to reconfigure a student's environment and the behavior of others around the student in order to decrease the effective of the problem behavior while also teaching a replacement behavior that is effective in achieving the same function the problem behavior served. This is achieved by modifying and manipulating the antecedent and consequence events around the behavior and rewarding the replacement or desired behavior. The PBSP also includes a systematic way, based on data, to decrease the reinforcement of the replacement behavior over time so that the replacement behavior becomes ingrained and automatic. Once the PBSP is implemented, student progress is monitored and measured frequently to determine the success of the plan. The IEP team may modify the plan over time, based on data, to better serve the student.

## **Level III**

Only when interventions on Levels I and II have been unsuccessful are Level III interventions implemented. Level III interventions may incorporate the use of restraints in the PBSP or a change in educational placement. Restraints are only used when a student is acting in a manner that shows clear and present danger to him/herself, to other students or staff and only when less restrictive measures and techniques have proven to be are not effective. Following documentation of the use of a restraint, parents are notified immediately and an IEP Team meeting is held to determine whether or not the student needs a new or revised re-evaluation, FBA, PBSP, or a change of placement. Level III interventions may not be employed as punishment or as a substitute for an educational program. All PBS measures and techniques are performed in accordance with Chapter 14 regulations.

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

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

The District does not have a significant problem in providing FAPE for any of our students. The District strives to provide a seamless delivery system for programming to ensure Least Restrictive Environment (LRE). Presently, all students with identified disabilities are placed in appropriate settings as delineated by the individual educational team as developed in the IEP and based upon the educational needs of the student. If an instance would arise in which the District would be unable to provide or secure an appropriate setting for an identified student, the District would immediately contact the Intermediate Unit for resources, as well as, possibly, informing the interagency coordinator, and as warranted, seek to schedule a CASSP meeting as soon as possible.

The Slippery Rock Area School District collaborates with other agencies to build service capacity both in and outside the district by teaming with a variety of agencies and service providers that may be involved with a student. The District is located in a geographic area that allows access to Butler, Mercer, Lawrence, Allegheny, and Clarion Counties in order to be able to utilize organizations and service providers for students. The District works jointly with all of them on a case by case basis as necessary. Additionally, the district works closely with Midwestern Intermediate Unit #4 in providing services, training and consultation. The District initiates, locates and works to secure the appropriate setting for any particularly hard to place students with disabilities. This is done through a collaborative effort with the appropriate provider as needed and as determined by the student's IEP and team. The District would approach the appropriate regional agencies and providers should the need arise.

The District works with all of the local Mental Health, Juvenile Probation, Child and Youth, and Disabilities Agencies in the surrounding area. The District attends meetings for any student with a disability as requested through these agencies and invites any agencies involved with a special needs student to that child's IEP meeting as appropriate with parental consent. The District has worked cooperatively with a number of agencies including but not limited to: Center for Community Resources, Butler Community Hospital, Clarion Psychiatric Center, Sharon Regional Hospital, Family Psychological Associates, Adelphoi, Kids Count (RFT), St. Stephen's Academy, Office of Vocational Rehabilitation, Family Behavioral Health, Southwood Psychiatric Hospital, Keystone, Early Intervention programs in the area, MH/MR, Midwestern Intermediate Unit #4, and CASSP.

There is a comprehensive range of services and programs available both within our district, neighboring school districts, and through a variety programming opportunities operated by Midwestern Intermediate Unit #4. Other intensive options are available for students through outside educational service providers. All decisions concerning a continuum of services and programs for students with disabilities are determined by the student's IEP team at the IEP meeting.

The Slippery Rock Area School District has been successful in securing appropriate placements and services for students with disabilities as determined by the student's needs and outlined within the IEP process. There are currently 3 student with disabilities receiving Instruction in the Home related to medical diagnosis and need. These determinations were made following the special education process and procedures and included outside agency involvement as part of the IEP team and decision making process. Should the District experience difficulty in securing an appropriate placement for an identified student, the District would initiate contact with the county interagency coordinator and the Intermediate Unit. This partnership would work together to assist in bringing together the appropriate agencies necessary to support the student and family in order to conference and collaborate in addressing the needs of the student that is difficult to place. The interagency coordinator would assist in gathering the various educational agencies and providers that are needed to address the specific needs of a particular student.

The least restrictive environment for a student with a disability depends upon the student's IEP team determination of what is educationally necessary and appropriate for that student. The District ensures that the appropriate educational placement for any student always begins with consideration for placement in the general education setting with supplementary aides and services.

The District is aware of the provisions set forth in the Memorandum of Understanding as well as the District's fiscal responsibilities to provide FAPE for all students living in the district and/or for those students whose parents are residents within the district. The District has and will continue to work collaboratively with the various Mental Health and Human Service providers and agencies to ensure a coordinated and seamless delivery system for all students with disabilities. Meetings are attending by those agencies/organizations which includes the school to assist in determining/providing funding.

The District will continue to adhere to the provisions outlined in the various Basic Educational Circulars (BECS) and apply available special education funds and district special education resources in providing appropriate educational programming and services for all special education students. Presently the District provides for the educational portion of the costs of those students with disabilities that have been place by community agencies (Juvenile Probation, Children and Youth, CASSP, etc.) in locations outside of the district for a variety of unique reasons.

Beginning in the 2016-2017 school year, the District expanded its' emotional support services through the addition of an emotional support classroom at the elementary level to address the growing need for services in this area. This allowed the district to maintain K-5 students requiring this service to remain in their local neighborhood building and not be bussed to another elementary building. This also increased the capacity to services more students and educate students within the district and ultimately reduce the need to seek placements outside the district as well as providing opportunity to bring previously placed students back to the District.

At the start of the 2018-2019 school year, the District will be opening an elementary Life Skills Classroom for students in grades K-5 to address the growing need for services at this age level. This will allow the district to bring students previously placed out of district in a neighboring school district back to the district as well as service additional elementary students that require this type of service that have enrolled in the district. The District will plan to open a Life Skills Classroom for Middle School, grades 6-8, in the 2019-2020 school year to allow students to remain in the district as they advance in their education.

If the District would encounter any concerns that could not be resolved surrounding the provisions of providing FAPE and programming of hard to place students, the District would contact the Intermediate Unit and/or the Interagency Coordinator for assistance and resolution.

## *Strengths and Highlights*

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

The Slippery Rock Area School District serves students with disabilities in grades K-12 through a wide range of services in order to appropriately meet their needs. The District has a special education staff of 25 professionals and 28 paraprofessionals. The District addresses each individual student's specific needs on a case by case basis through the IEP Process.

The District is committed to providing all students with quality educational programs and services. Parents are provided information regarding the special education supports and services available through the district. Materials, brochures, pamphlets from PaTTAN, BSE, OVR, and other agencies are distributed at various events which include Open Houses in each building, A Special Education Night held in November, and information is also available in each of the building offices.

The District has committed to providing comprehensive Transition/Post-Secondary Preparation services and opportunities. A Full Time Transition Coordinator and paraprofessional were hired to support and expand Community and Vocationally Based Instruction of all eligible special needs students. The District partners with OVR and other agencies to explore future educational, career and independent living experiences in the community and at Slippery Rock Area University's TAP Program. Students have been able complete supported job shadowing and work experiences through WBLEs support and coordinated between the District and these agencies. This area of services has expanded greatly in the past 2 years and the District Transition Coordinator was nominated and a recipient of the Milken Educator Award in October 2017.

District staff is provided and encouraged to attend trainings and professional development experiences through conferences, workshops, trainings, etc. During the 2017-2018 school year Co-Teaching and MTSS trainings and regular consultation was provided to special education and general education staff by Midwestern Intermediate Unit #4 to support Co-Teaching in grades 3-5 for Mathematics and MTSS interventions at the various Tiers for grades K-5. Additionally the Director of Special Education has monthly Special Education Team Meetings in each building to keep teachers and paraprofessionals up-to-date with changes in special education and to support the staff with any needs that arise within each individual building.

The District has MTSS Intervention blocks daily for every grade level K-5 in the elementary building for Reading. This along with Title I and Child Study interventions are in place in both K-5 elementary buildings to address student needs in a systematic manner.

The District has implemented a thorough screening process and procedures for incoming Kindergarten students which includes hearing, vision, speech, fine and gross motor, and administration of the Bracken to identify potential students with deficits prior to entering school. Parents are then provided with results, information and suggested tools, tips, and techniques they can utilize with their child before entering their Kindergarten year.

The district also hosts several "kindergarten preparation activities" for all incoming kindergarten students including a Watermelon Welcome, Bunny Hop, Lunch Day, etc. to assist in bridging the gap between Preschool/Early Intervention and facilitate a smooth transition for all students.

A summer camp has been developed for students in grades K-2 for 2 weeks in August to provide struggling students, students with disabilities, and all Kindergarten students with 2 weeks of academic and social instruction in small groups with teachers to prepare them for return to school and provide instructional interventions in small group settings to reduce recoupment time and refresh skills in Reading, Language Arts and Math prior to the school year.

The District's availability of outside resources is a strength. These resources include supportive parents, community, agencies, the Slippery Rock University, PaTTAN, and Midwestern Intermediate Unit IV. These resources provide our teachers and staff with training needed to enhance programs, meet individual goals and the ability to stay current on new information. Professional Development opportunities have included and are not limited to: Differentiated instructional strategies, Co-Teaching, MTSS, Data Driven Decision Making, SAP training, DIBELs, Aimsweb, etc.

The District has 2 Speech and Language Pathologists on staff and offers SPL skill screenings to all students in K, 1, 2, & 3, as well as, on a referral basis. The District offers screenings and services for OT, PT, Auditory Processing, Hearing, Vision, O&M, Assistive Technology, Audiological, and Dysphagia as needs. These related services are contracted through Midwestern Intermediate Unit #4.

The District has trained Concussion Management Teams trained in each building to address accommodations and any needed referrals to Brainsteps, a 504 or special education evaluation for students diagnosed with a concussion. Students are monitored by these teams on an individual and case by case basis to provide appropriate services to meet students' needs.

Co-Teaching has been implemented in all district buildings K-12 and the district is committed to expansion of this model to allow students maximum access to their least restrictive environment with supports. MIU4 provided training and ongoing support during the 2017-2018 school year in both elementary buildings in the area of Mathematics.

All Instructional Paraprofessionals in the district meet the definition of “Highly Qualified” as was defined by No Child Left Behind. All Special Education Teachers in grades 9-12 at the high school meet Highly Qualified designation for the content specific subjects they support and instruct.

High level of parent participation is noted in IEP meetings. Parents are responsive to district flexibility in meeting times and mode of participation (phone conference) and has been able to increase parent participation in these meetings. Family participation in transition meetings, financial aid nights and OVR meetings has increased since the District added a full time Transition Coordinator that is able reach out and establish strong communication with families for the students at the High School.

The District continues to offer the following programs: Academic Assistance/Tutoring, Title I Reading, Remedial Summer School, full day Kindergarten, SRA reading, spelling and math, Handwriting Without Tears, Study Island, Reading Eggs, Education City, First in Math, PATHs curriculum, Accelerated Reader and ESY services.

Instructional Methods used in the District include but are not limited to: Co-Teaching, Differentiated Instruction, Formative Assessment, use of instructional paraprofessionals, Title I services, 1:1 PCA's, online learning, hybrid learning opportunities, CBVT instruction, and counseling services (group and individual) throughout the district.

Technical Assistance Resources offered in the District include: Web-based curriculum programs corresponding with math and reading programs, Smartboards, Polyvision Boards, iPads, Student Response Systems, FM systems, Tyler Technology, Study Island, Career Cruising, First in Math, Chromebook Carts, Google Docs, IEPwriter, 3D printers, and Assistive Technology.

The District offers Student Assistance Programs in all buildings K-12 and outside Mental Health/Individual Counseling is available in all buildings through agreement with local agency. The District also has a strong collaborative relationship with the County Crisis Contact and team when situations arise that students are need of additional interventions and support during times of crisis.

The District utilizes a Study Strategies at the High School and an Advisory Period at the middle school where learning support students may receive instructional support/assistance from special education teachers and/or paraprofessionals at any time during the school day.

The District has a variety of information pertaining to Special Education available to parents through its website. It is designed to afford access to student progress through Tyler Technology (a software application providing scores on all class tests, homework assignments, class projects, class averages,

general school information, and school contacts). Additional training, events, and school information are displayed through the District website, newsletters, and notices distributed throughout the year.

The District uses Progress Monitoring through Aimsweb and Curriculum Based Assessments to guide instruction for all special education students. For annual IEP meetings, students are administered achievement testing to monitor growth in the areas of Reading, Writing, Mathematics, Oral Language, etc. that have been identified as areas of deficits. All students are also given the Qualitative Reading Index to determine Frustration, Instructional, and Independent Reading levels which helps determine goals and instructional levels, and areas of support that should be considered.

The District has access to and utilizes a variety of community resources to assist in educating staff families and students about their services and what supports are available to families, students and staff within the local area.

The High School has formed a team and participated in the Unified Interscholastic Sports Program for the past 2 years.

# 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
<b>Wilmington Area School District</b>	Neighboring School Districts	MDS Support	1
<b>St. Stephen's</b>	Other	Emotional Support, Autistic Support	9
<b>Moniteau Area School District</b>	Neighboring School Districts	Life Skills Support	4
<b>Slippery Rock Area School District</b>	Instruction in the Home	Academic support, OT, PT, Speech and Language, Vision Support	3
<b>Western Pennsylvania School for the Deaf</b>	Approved Private Schools	Hearing Support	2
<b>Pace</b>	Other	Autistic Support	1
<b>McGuire Memorial</b>	Approved Private Schools	Autism, MDS	4
<b>Center Avenue Community School</b>	Other	Emotional Support	3
<b>Watson Institute</b>	Approved Private Schools	Autism, Life Skills, MDS	2

## Special Education Program Profile

### Program Position #26

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 22, 2016

*Reason for the proposed change:* Adjustments in caseload for 15/16 school year

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Emotional Support	6 to 11	6	0.6
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock Area Elementary - Kizak</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	6 to 11	3	0.4
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock Area Elementary Kizak</b>	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #25

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 22, 2016

*Reason for the proposed change:* Had the incorrect location listed as High School instead of Middle School

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	5 to 11	41	0.75
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock Area Elementary Smiley</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	12 to 16	10	0.25
<b>Locations:</b>				
<b>Slippery Rock Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #24***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 22, 2016**Reason for the proposed change: Change in caseload numbers and FTE percentages***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	5 to 8	4	0.3
<b>Locations:</b>				
<b>Slippery Rock Area Elementary Allison</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	5 to 8	9	0.7
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock Area Elementary Allison</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #23***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 22, 2016**Reason for the proposed change: Change in caseload numbers and FTE percentages***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	8 to 10	1	0.2
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock Area Elementary Magnotto</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	8 to 10	16	0.8
<b>Locations:</b>				
<b>Slippery Rock Area Elementary Magnotto</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016*Reason for the proposed change:* Change in caseload numbers and FTE percentages and teacher**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Autistic Support	7 to 10	4	0.5
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock Area Elementary Solt</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Autistic Support	7 to 10	5	0.5
<b>Locations:</b>				
<b>Slippery Rock Area Elementary Solt</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 14, 2017*Reason for the proposed change:* Change in caseload numbers and FTE percentages  
Moving classroom down hallway situated with 5th grade rooms**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	10 to 12	6	0.4
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock Area Elementary LeFebvre</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	10 to 12	8	0.6
<b>Locations:</b>				
<b>Slippery Rock Area Elementary LeFebvre</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 22, 2016*Reason for the proposed change:* Incorrectly listed Location as Middle School instead of High School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	5 to 11	41	0.7
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Moraine Elementary Bashline</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	16 to 20	11	0.3
<b>Locations:</b>				
<b>Slippery Rock High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016*Reason for the proposed change:* Change in caseload numbers and FTE percentages**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	8 to 10	12	0.7
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Moraine Elementary Graham</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	8 to 10	6	0.3
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Moraine Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016

*Reason for the proposed change:* Change in caseload numbers and FTE percentages  
 Classroom is moving across the hallway to same sized room as current classroom but  
 new classroom has promethium board for technology use with LS students during  
 instruction

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	1	0.2
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
Moraine Elementary Namachar	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	8 to 12	14	0.8
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
Moraine Elementary Namachar	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016

*Reason for the proposed change:* Change in teacher name/Change in caseload and FTE  
 numbers and percentages

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	10	0.5
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
Slippery Rock Middle School Kleinert	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	6	0.5
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
Slippery Rock Middle School Kleinert	A Middle School Building	A building in which General Education programs are operated		

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 14, 2017

*Reason for the proposed change:* Switching 7th grade Learning Support classroom and AS/ES classroom so LS classroom is located in 7th grade hallway and AS/ES room is closer to exit, restroom and office allowing for closer supervision at arrival and dismissal times.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	12 to 13	14	0.5
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock Middle School Kuntz</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	12 to 13	9	0.5
<b>Locations:</b>				
<b>Slippery Rock Middle School Kuntz</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 14, 2017

*Reason for the proposed change:* Switching 7th grade Learning Support classroom and AS/ES classroom so LS classroom is located in 7th grade hallway and AS/ES room is closer to exit, restroom and office allowing for closer supervision at arrival and dismissal times.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Emotional Support	11 to 14	3	0.25
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock Middle School Downing</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	11 to 14	3	0.25
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock Middle School Downing</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Autistic Support	11 to 13	3	0.25
<b>Justification: Waives on file</b>				
<b>Locations:</b>				
<b>Slippery Rock Middle School Downing</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Autistic Support	12 to 13	2	0.25
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #14***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 22, 2016**Reason for the proposed change: Changes in caseload numbers and FTE percentages***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	13 to 15	14	0.5
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock Middle School Kelly</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	13 to 14	6	0.5
<b>Locations:</b>				
<b>Slippery Rock Middle School Kelly</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13***Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: August 22, 2016**Reason for the proposed change: Change in caseload numbers and FTE percentages  
Class is moving to same sized space but around corner to allow AS/ES to have larger room***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	17 to 19	25	1
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock High School Roczko</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #12***Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: August 22, 2016**Reason for the proposed change: Change in caseload numbers and FTE percentages**Classroom being moved to larger room ----going from 330 sq. feet to 638 sq. feet***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Autistic Support	14 to 18	4	0.37
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock High School Conglose</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Autistic Support	14 to 18	1	0.13
<b>Locations:</b>				
<b>Slippery Rock High School Conglose</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	14 to 18	12	0.25
<b>Locations:</b>				
<b>Slippery Rock High School Conglose</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Emotional Support	14 to 18	3	0.25
<b>Locations:</b>				
<b>Slippery Rock Area School District Conglose</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 22, 2016*Reason for the proposed change:* Change in caseload numbers and FTE percentages

Classroom is moving across the hall to bigger room going from 630 sq. feet to 924 sq. feet.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Life Skills Support	16 to 20	1	0.3
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock High School Paxton</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Life Skills Support	16 to 20	8	0.7
<b>Locations:</b>				
<b>Slippery Rock High School Paxton</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 22, 2016*Reason for the proposed change:* Change in caseload numbers and FTE percentages

Classroom being moved to hall with general ed Math classrooms for co-teaching and collaboration

Room size is the same

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 18	15	0.6
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock High School Busi</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	14 to 18	5	0.4
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock High School Busi</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2016*Reason for the proposed change:* Change in caseload numbers and FTE percentages**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	15 to 18	15	0.5
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock High School Kelly</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	16 to 18	6	0.5
<b>Locations:</b>				
<b>Slippery Rock High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #1***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Deaf and Hearing Impaired Support	7 to 15	8	0.75
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock Area School District</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #2***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Blind or Visually Impaired Support	5 to 19	3	0.1
<b>Justification: Waivers on file</b>				
<b>Locations:</b>				
<b>Slippery Rock Area School District</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #8***Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: August 3, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	15 to 18	10	0.5
<b>Locations:</b>				
<b>Slippery Rock High School Morrow</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	15 to 18	6	0.5
<b>Locations:</b>				
<b>Slippery Rock High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #7***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 1, 2018*

*Reason for the proposed change:* This class is being moved across the hall so that the Emotional Support Classroom can be located in the room that has a divider so that students can be separated into 2 separate spaces in the ES room for breaks, testing, 1:1 instruction since the grade span is K-5 in the Emotional Support classroom.

*Present Class Location: 302**Proposed Class Location: 301**Length of time class has been in present location: 2 years***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	5 to 8	4	0.4
<b>Locations:</b>				
<b>Moraine Elementary Schoeffel</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	5 to 8	12	0.6
<b>Locations:</b>				
<b>Moraine Elementary Schoeffel</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 1, 2018

*Reason for the proposed change:* We are opening an Elementary Life Skills Classroom and are making the current AS room the new Life Skills so at some point in the future a separate restroom could be built using part of the sensory room next to it. AS classroom will move across hall to ES classroom to remain close to sensory room for needed breaks. ES classroom will move down one hallway.

*Present Class Location:* 201*Proposed Class Location:* 202*Length of time class has been in present location:* 5**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Autistic Support	7 to 10	4	0.35
<b>Locations:</b>				
<b>Moraine Elementary Papley</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Autistic Support	7 to 10	5	0.65
<b>Locations:</b>				
<b>Moraine Elementary Papley</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 1, 2018**Reason for the proposed change: We are opening an Elementary Life Skills Classroom and are making the current AS room the new Life Skills Classroom. AS classroom will move across hall to ES classroom to remain close to sensory room for needed breaks.**ES classroom will move down one hallway to a classroom with a divider so students can have separate area if needed for breaks, testing, and individual instruction**Present Class Location: 202**Proposed Class Location: 302**Length of time class has been in present location: 2 years***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	6 to 9	6	0.5
<b>Locations:</b>				
<b>Moraine Elementary Cessar</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Emotional Support	8 to 10	2	0.5
<b>Locations:</b>				
<b>Moraine Elementary Cessar</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: August 14, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	8 to 10	5	0.25
<b>Locations:</b>				
<b>Slippery Rock Area Elementary Miller</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	8 to 10	12	0.75
<b>Locations:</b>				
<b>Slippery Rock Area Elementary Miller</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	8 to 10	3	0.5
<b>Locations:</b>				
<b>Moraine Elementary Parker</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	8 to 10	7	0.5
<b>Locations:</b>				
<b>Moraine Elementary Parker</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #27***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Life Skills Support	5 to 12	10	1.0
<b>Justification:</b> This classroom will provide Life Skills Support for students in grades K-5 and the age and grade span of students for this classroom will exceed typical range due to limited number of student requiring this type of support. Instructional groups will be done according to student need and performance for small group instruction. Students will have opportunities to participate with same aged peers as appropriate.				
<b>Locations:</b>				
<b>Moraine Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	District-wide	1
Director of Special Education	District-wide	1
Special Education Paraprofessionals	Slippery Rock High School	9
Special Education Paraprofessionals	Slippery Rock Area Elementary School	7
Special Education Paraprofessionals	Moraine Elementary School	10
Special Education Paraprofessionals	Slippery Rock Area Middle School	3
Special Education Secretary	District-wide	1
Transition Coordinator	Slippery Rock Area High School	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Intermediate Unit	1.25 Hours
Occupational Therapy	Intermediate Unit	21 Hours
Audiological Services	Intermediate Unit	15 Minutes
Assistive Technology	Intermediate Unit	15 Minutes
Dysphagia	Intermediate Unit	5 Minutes

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Increase district staff knowledge of Autism Spectrum Disorders by increasing inclusionary practices and student support by 10% in the general education setting by the end of the 2020-2021 School Year.
<b>Person Responsible</b>	Administration
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	1
<b># of Participants Per Session</b>	200
<b>Provider</b>	Slippery Rock Area School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	The ability to provide appropriate accommodations, modifications and handle behavioral situations for students identified with Autism Spectrum Disorders in the classroom.
<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

<b>Training Format</b>	LEA Whole Group Presentation
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Creating lessons to meet varied student learning styles
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Penn Data

## Behavior Support

<b>Description</b>	Yearly positive behavior support training and de-escalation training will be conducted for all district staff while yearly restraint training will be conducted with restraint team members in each school building.
<b>Person Responsible</b>	Administration
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	200
<b>Provider</b>	Slippery Rock Area School District

<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Staff will receive tools and strategies to proactively address behaviors from a positive standpoint to defuse and intervene with students before situations escalate to a crisis level. Implementing positive reinforcement with consistent expectations that are modeled, taught, re-enforced and encouraged will build a culture of respect and learning in all buildings.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>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 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>	School Whole Group Presentation
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p>

	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion Journaling and reflecting
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of Discipline referrals and data

## Paraprofessional

<b>Description</b>	District documentation of a minimum of twenty hours completed yearly for the next three school years, 2018-2021.
<b>Person Responsible</b>	Director of Special Education/Assistant Superintendent
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	7
<b># of Participants Per Session</b>	27
<b>Provider</b>	Various
<b>Provider Type</b>	SRASD, IU, PaTTAN, College, etc.
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Paraprofessional Competency Goals in a variety of areas that directly relate to serving students with disabilities.
<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>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling

	<p>students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></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>
<p><b>Training Format</b></p>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<p><b>Participant Roles</b></p>	<p>Paraprofessional</p> <p>Other educational specialists</p>
<p><b>Grade Levels</b></p>	<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>
<p><b>Follow-up Activities</b></p>	<p>Peer-to-peer lesson discussion</p> <p>Journaling and reflecting</p>
<p><b>Evaluation Methods</b></p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Documentation of hours</p>

## Reading NCLB #1

<b>Description</b>	The District will implement evidence based early literacy interventions that include multi-modal instructional strategies to increase 3rd grade PSSA reading scores by 5% over the next three school years, 2018-2021.
<b>Person Responsible</b>	Administration
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	8
<b># of Participants Per Session</b>	12
<b>Provider</b>	Slippery Rock Area School District, MIU4, PaTTAN, Other
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	The District is working with McGraw-Hill to add to the ELA materials and resources currently being used in grades K-2 in general education and special education to provide intensive and focused interventions to better support struggling readers in both the general education and special education settings. The general education and special education teachers, Title I teachers as well as the Speech and Language Pathologists will received direct Professional Development with McGraw-Hill and follow-up supports to implement instruction, materials, and interventions with the goal of decreasing students being referred for special education services and close gaps in early literacy skills more quickly for students already receiving Title I and/or special education services.
<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>

<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  School Whole Group Presentation  Live Webinar  Department Focused Presentation  Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  Paraprofessional  New Staff  Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)</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</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.</p> <p>Student PSSA data  Standardized student assessment data other than the PSSA  Classroom student assessment data</p>

## Transition

<b>Description</b>	Slippery Rock Area School District will continue to develop and expand the Community Based Vocational Training opportunities for students in grades 9-12 allowing them to participate in work based learning experiences to develop skills while continuing to monitor Graduation and Dropout rates and Transition Indicators (1, 2, 13 and 14).
<b>Person Responsible</b>	Director of Special Education/Transition Coordinator
<b>Start Date</b>	6/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	8
<b>Provider</b>	SRASD, IU4, PaTTAN, Other
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Cooperative work with community, OVR, local University, and other agencies to provide job training and work experiences both supported and unsupported to assist graduating seniors obtain competitive employment.
<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>	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.

	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Live Webinar Professional Learning Communities Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Paraprofessional Related Service Personnel Parents
<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Portfolio Work based learning work skill assessments and reviews

# Special Education Affirmations

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

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*