

Tunkhannock Area SD
Special Education Plan Report

07/01/2019 - 06/30/2022

District Profile

Demographics

41 Philadelphia Ave
 Tunkhannock, PA 18657
 (570)836-3111
 Superintendent: Heather McPherson
 Director of Special Education: Mary Beatty

Planning Committee

Name	Role
Mary Beatty	Administrator : Special Education
Marybeth Howell	Ed Specialist - Other : Special Education
Karen Weisgold	Elementary School Teacher - Special Education : Special Education
Jennifer Kester	High School Teacher - Regular Education : Special Education
Andrea Garey	Parent : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 394

Identification Method

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

The Tunkhannock Area School District (TASD) utilizes the discrepancy model when identifying students with specific learning disabilities. The discrepancy model is a significant or severe discrepancy between achievement and intellectual ability in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, oral reading fluency, mathematical calculations or mathematic reasoning. The discrepancy cannot be a result of sensory dysfunction, intellectual and/or developmental disability, emotional disturbance, environmental, cultural, economic disadvantage or lack of instruction. This information is gained through a multidisciplinary evaluation.

Prior to conducting a multidisciplinary evaluation to determine whether or not a student has a specific learning disability, a team of professionals examines collected data to recommend researched-based interventions. Additional data is collected while interventions are implemented. A student's failure to make progress, despite intensive interventions, may prompt the team to consider a comprehensive evaluation. A comprehensive evaluation is conducted by the Multi-disciplinary Team, which includes: school psychologist, general education teacher(s), related service providers, and parents/guardians/student. An evaluation team meeting is then scheduled to determine if a severe discrepancy exists between achievement and intellectual ability in any of the above areas.

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>

Currently, there appears to be a disproportionality in the areas of Emotional Disturbance, Intellectual Disability and Speech or Language Impairment (Emotional Disturbance-2.8%, Intellectual Disability-1.7%, Speech or Language Impairment-2.1%). The district plans to address

the disproportionality in the area of Emotional Disturbance by continuing to work closely with the local mental health services in Wyoming and Luzerne Counties. The District will work with the Speech and Language Pathologists to reinforce that a re-evaluation can occur before the mandatory 3 year (2 year for ID). The District finds no justifiable reason for the disproportionality in the area of Intellectual Disability. However, the multi-disciplinary teams will continue to monitor the results of cognitive and adaptive behavior assessments.

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?

EIHAB (Empower, Instruct, Habilitate, Assist, Better) Human Services is a private residential rehabilitation institution that exists within the physical boundaries of T ASD. Minimally, the T ASD maintains monthly contact with personnel from EIHAB Human Services. The first of each month, a Notice of Service brochures, outlining the screening and evaluation process is sent to EIHAB. The T ASD meets its obligation under Section 1306 of the Public School Code as a host district. When a child is admitted to EIHAB Human Services, a Notification of Admission is sent to the T ASD Office of Child Accounting and the Director of Special Education. Upon enrollment, a request for records is sent to the student's previous school district. The Director of Special Education contacts the student's guardian, probation (if appropriate), previous school/placement and any other pertinent parties to ascertain information about the student and to discuss educational options. Upon receipt of the child's Individualized Education Program (IEP) from the former school district, a Notice of Recommended Educational Placement (NOREP) is issued and the IEP is implemented for the child to receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Infrequently, the T ASD has difficulty receiving the most current IEP, especially if the child is transient. Also, many students are discharged either before the IEP is received and/or the IEP team is convened.

At present, there are two students receiving educational services at the T ASD. The T ASD and LIU18 have and will continue to provide services as appropriate.

Facility Name/Address: EIHAB 1200 SR 92 Tunkhannock, PA 18657

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).

Minimally, the T ASD maintains monthly contact with personnel from the Wyoming County Correctional Facility. The first of each month, Notice of Service brochures outlining the screening and evaluation process are sent to the correctional facility. To be certain that the T ASD is locating all incarcerated students who are eligible for specially designed instruction (SDI), a system has been implemented of notifying the Director of Special Education of incarcerated students who currently meet the requirements of services under the Individuals with Disabilities Education Act (IDEA). Each incarcerated student is given a form to state whether he/she has a disability and if he/she wants educational services (if over the age of 17), as well as the listing the last school of attendance. The T ASD requests records from the last known school of attendance and assigns a teacher. An IEP meeting is scheduled as soon as possible.

Facility Name/Address: Wyoming County Correctional Facility 10 Stark Street Tunkhannock, PA 18657

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.

Procedures

The Tunkhannock Area School District (TASD) always considers first, the least restrictive environment to ensure that, to the maximum extent possible, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the general education environment occurs only when the education in that setting with supplementary aids and services, cannot be achieved satisfactorily. Supplementary aids and services may include but are not limited to: curriculum adaptations / accommodations / modifications; differentiated instruction; various forms of technology; co-teaching; behavior management plans; utilization of a resource room; 1:1 personal care assistants; social work services;

related services providers including paraprofessionals, vision support, nursing services; deaf and hard of hearing support, occupational therapy, physical therapy, orientation and mobility training. The IEP team discusses the supplementary aids and services needed to support the student in a variety of settings considering the general education classroom first. The IEP team then determines which setting may be the most appropriate to implement the IEP as well as for the student to make educational benefit. If a student is in need of more or less services during the year, the IEP team meets to review progress monitoring data and determine any placement or programming changes/needs. Upon the exhaustion of appropriate supplementary aids and services within the student's neighborhood school / district, the T ASD will utilize the services of LIU 18, Northeastern Intermediate Unit 19 (NEIU 19), neighboring school districts, as well as private entities.

Replication of Successful Programs

The T ASD works collaboratively with LIU 18 and the Pennsylvania Training and Technical Assistance Network (PaTTAN) to enhance programming needs to students and professional development to staff in the areas of differentiated instruction, inclusionary practices, co-teaching model, behavior interventions, non-violent crisis intervention, and other technical assistance as necessary. The LIU 18 is providing ongoing support at T ASD's Primary Center's autistic support classroom. PaTTAN has provided numerous hours of training and guidance in the area of Multi-Tiered Systems of Support (MTSS) [(formerly known as Response to Instruction and Intervention (RTII))]. Because of their encouragement and support, the T ASD's MTSS initiative is now K-6. It is the goal of the T ASD to implement MTSS District wide as a result of the A-TSI planning process.

SPP/Educational Environments

The T ASD met the target for students in other settings (T ASD-3.7%; State-4.9%). The T ASD regularly examines its continuum of services to decrease the number of students educated in other settings. In the past year, the T ASD has created a high school autistic support classroom and has added another contracted social worker. These changes have had a positive impact on decreasing the number of students educated in other settings. At the onset of the 2018-2019 school year, our district implemented a consolidation plan that combined our four elementary buildings. In doing so, the district was able to combine resources and provide a greater continuum of supports and services within the neighborhood schools. However, there are other students that are placed out of district by the courts or because all of the in-district supports and services have been exhausted. Currently, the T ASD has 20 students in other educational settings outside of the school district.

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 TASD uses a Schoolwide Positive Behavior Support (SWPBS) approach to discipline. SWPBS is based on preventative practices that emphasize teaching and reinforcing expected student behaviors. All students, faculty, and staff receive ongoing training on appropriate behavior and expectations. Explicit instruction in the expected student behaviors occurs at the start of the school year and is reinforced throughout the year. Positive reinforcement for demonstrating expected behaviors is given at the individual, class, and building level. Faculty and staff recognize students for positive behavior throughout our District. Each individual building within TASD has implemented a modified version of the school (district) wide program to meet the needs of the students in each building. The primary and intermediate schools participate in individual building-wide incentives for positive behavior. At the primary level, students earn rewards such as verbal praise, Tiger Paws and other incentives when they follow the school's expectations (RESPECT, RESPONSIBILITY, CARING, TRUSTWORTHINESS, CITIZENSHIP). Building-wide assemblies occur quarterly to recognize student achievements. At the intermediate school level, a variety of incentives in the form of assemblies occur throughout the year.

In all buildings, our school counselors work with individuals/groups of students for social, emotional and positive support interventions. Also district-wide, two contracted social workers provide individual and group counseling for students in our emotional support programs as well as other students referred for this service. In addition, a contracted drug and alcohol counselor provides confidential counseling for those referred (with parent consent). District-wide, the TASD works cooperatively with the LIU 18 to provide more intensive support through our School-Based Behavior Health program (SBBH). Services are provided within each building by a team of counselors / therapists and a psychiatrist employed through the LIU 18. The TASD provides space for the SBBH throughout the calendar year. The therapists make regular home visits and conduct family therapy in the home. The psychiatrist connected to the SBBH program is on the TASD campus monthly to evaluate students, check medication, and/or meet with students/parents.

All Emotional Support teachers, at least one administrator in each building, and all paraprofessionals regardless of his/her position are trained in non-violent crisis intervention. Staff trained in non-violent crisis intervention have the skills they need to confidently and safely de-escalate potentially dangerous situations as well as strengthen behaviors which are incompatible with crisis behaviors. Staff trained in non-violent crisis intervention intervene using an effective approach designed to prevent or reverse momentary escalation and avoid restraint. As a last resort, if a student is a danger to himself/herself or others, trained staff are able to manage these behaviors using physical procedures that are safe, effective, and brief. Hopefully, the future likelihood of behavioral crises is reduced. The initial training is 12-16 hours and the yearly refresher training 8-10 hours.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in

the continuum of special education supports, services and education placement options available for students with disabilities.

2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. If the T ASD has difficulty ensuring FAPE for an individual student or a particular disability category, the Director of Special Education analyzes the entire population of identified students, current available supports, and current available services. The Director of Special Education communicates with the Superintendent if there is an identified need to add to special education supports and services. The Superintendent then presents this information to the School Board. For example, in August 2018, the T ASD added an autistic support classroom at the high school level to accommodate the needs of our students with autism at that age/grade level.

2. The T ASD has very successful K-12 learning support, life skills support, autistic support, and emotional support services. A number of our students require more intensive programming found in both school-based and center-based partial hospitalization programs. The T ASD utilizes the school-based partial hospitalization programs in neighboring school districts. The LIU 18 and Children's Service Center both have center-based partial hospitalization programs that we access. The T ASD utilizes interagency collaboration for hard to place students. Working collaboratively with Children's Service Center helps parents to feel supported during and after school hours. The T ASD works with the following agencies on a regular basis to assist in supporting hard to place students: LIU 18 Interagency Coordinator, Wyoming County Children and Youth, EI HAB, Juvenile Probation, Wyoming County Special Needs Association, MH/DS CAASP Coordinator, Children's Service Center, New Story, Youth Advocate Program, and is open to working with any other agency with which a student may be involved.

3. It is the belief of the T ASD that all students with disabilities should have the opportunity to be educated in their home school district. The T ASD evaluates its special education programs on an ongoing basis. As students are identified, students move in and out of the district, and initiatives change, special education programming adjusts to meet the needs of our students. At the start of the 18-19 school year, the T ASD added an additional contracted Social Worker. The T ASD is always searching for additional programs that will provide a complementary range of services not only for our students, but the families and the T ASD community as well.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Wyoming County Correctional Facility	Incarcerated	Tunkhannock Area School District	0
EIHAB	Nonresident	EIHAB and Tunkhannock Area	2

		School District	
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Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Scranton School for Deaf and Hard of Hearing	Approved Private Schools	Hearing Support	2
Children's Service Center	Special Education Centers	Center-based Partial Hospitalization/Emotional Support	1
Elk Lake School District	Neighboring School Districts	Multiple Disabilities Support	2
Elk Lake School District	Neighboring School Districts	School-based Partial Hospitalization/Emotional Support	3
Lyndwood Learning Center	Special Education Centers	Partial Hospitalization	2
New Story	Special Education Centers	Autistic Support	6
Bucks County Intermediate #22	Other	Residential Treatment Facility	1
Intermediate #17	Special Education Centers	Emotional Support	1
South Mountain Secure Treatment Unit	Other	Juvenile Detention Facility	1
Harbor Creek Youth Services	Other	Residential Treatment Facility	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	4	0.3

Locations:				
Tunkhannock Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 8	4	0.3
Locations:				
Tunkhannock Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	6	0.4
Locations:				
Tunkhannock Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2018

Justification: Compliance for classroom design (for instruction) was marked as inappropriate.

Explain any unchecked boxes for facilities questions: The space was formerly used for a sensory room.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	12	0.75
Locations:				
Tunkhannock Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	0.25
Locations:				
Tunkhannock Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 15	32	0.5
Justification: Speech caseload-students outside the age range do not receive services together.				
Locations:				
Tunkannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	12	0.75
Locations:				
Tunkhannock Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	0.25
Locations:				
Tunkhannock Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 31, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	8	1
Locations:				
Tunkhannock Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	35	0.5
Justification: Speech Caseload-Students outside the age range do not receive services together				
Locations:				
Tunkhannock Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 13	30	0.5
Justification: Speech Caseload-Students outside the age range do not receive services together				
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	12	0.75
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	4	0.25
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	35	0.5
Locations:				
Tunkhannock Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 13	30	0.5
Justification: Speech Caseload-Students outside the age range do not receive services				
Locations:				
Tunkhannock Area Intermediate Center	A Junior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	2	0.25
Locations:				
Tunkhannock Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	2	0.25
Locations:				
Tunkhannock Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	6	0.5
Locations:				
Tunkhannock Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	12	0.75
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	4	0.25
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	12	0.75
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	4	0.25
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	10	0.6
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	8	0.4
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	12	0.7
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	14	0.8
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	4	0.2
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	9	0.6
Locations:				
Tunkhannock Area 7th Grade Academy	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	3	0.2
Locations:				
Tunkhannock Area 7th Grade Academy	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 13	3	0.2
Locations:				
Tunkhannock Area 7th Grade Academy	A Junior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	9	0.6
Locations:				
Tunkhannock Area 7th Grade Academy	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	3	0.2
Locations:				
Tunkhannock Area 7th Grade Academy	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 13	3	0.2
Locations:				
Tunkhannock Area 7th Grade Academy	A Junior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	16	0.8
Locations:				
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	4	0.2
Locations:				
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	8	0.47
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	4	0.2
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 11	4	0.33
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 13	8	0.47
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 13	4	0.2
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	10 to 13	4	0.33

Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 13	8	0.75
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 13	4	0.25
Justification: Life Skills Support Caseload-Students outside the age range do not receive services together				
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	16	0.8
Locations:				
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	4	0.2
Locations:				
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 31, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	10	1
Locations:				
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 31, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	16	0.8
Locations:				
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.2
Locations:				
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 31, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	16	0.8
Locations:				
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	4	0.2
Locations:				
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 31, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	16	0.8
Locations:				
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	4	0.2
Locations:				
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 31, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 17	10	1

Locations:				
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 17	12	0.6
Locations:				
Tunkhannock Area High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 17	8	0.4
Locations:				
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	15	1
Locations:				
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 17	3	0.06
Locations:				
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 10	3	0.02
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 8	2	0.04
Locations:				
Tunkhannock Area Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	16	0.75
Locations:				
Tunkhannock Area School District	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	4	0.25
Locations:				
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 15	8	1
Locations:				
Tunkhannock Area Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District	1
School Psychologist	Primary, High School	1
School Psychologist	Intermediate, High School	1
Occupational Therapist	Primary, Intermediate, High School	1
Occupational Therapist	Primary, Intermediate, High School	1
Personal Care Assistant	Primary	1
Paraprofessional	Primary	1
Personal Care Assistant	Primary	1
Paraprofessional	Primary	1
Paraprofessional	Primary	1
Paraprofessional	Primary	1
Paraprofessional	Primary	1
Paraprofessional	Primary	1
Paraprofessional	Primary	1
Paraprofessional	7th Grade Academy	1
Paraprofessional	Intermediate	0.75
Paraprofessional	Intermediate	1
Paraprofessional	Intermediate	1
Paraprofessional	Intermediate	1
Paraprofessional	Intermediate	1

Paraprofessional	Intermediate	1
Paraprofessional	Intermediate	1
Paraprofessional	Intermediate	1
Paraprofessional	Intermediate	1
Paraprofessional	Intermediate	1
Personal Care Assistant	Primary	1
Personal Care Assistant	Primary	1
Personal Care Assistant	Intermediate	1
Personal Care Assistant	Intermediate	1
Paraprofessional	Intermediate	1
Personal Care Assistant	High School	1
Paraprofessional	Intermediate	1
Personal Care Assistant	High School	1
Paraprofessional	Intermediate	1
Paraprofessional	High School	1
Paraprofessional	High School	1
Paraprofessional	High School	1
Paraprofessional	High School	1
Paraprofessional	High School	1
Transition Specialist	High School	1
Coordinator of Special Education	District	1
Paraprofessional	High School	1
Paraprofessional	High School	1
Paraprofessional	High School	1
Paraprofessional	High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Social Work Services	Outside Contractor	5 Days
Itinerate Physical Therapy	Intermediate Unit	220 Minutes
Orientation and Mobility	Intermediate Unit	200 Minutes
Drug and Alcohol Counselor	Outside Contractor	5 Days
Transportation	Outside Contractor	5 Days
Social Work Services	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>* <u>Session Descriptions</u>: Students with Autism will continue to be educated in the least restrictive environment using supplementary aids and services and specially designed instruction. The T ASD faculty and staff will continue to receive ongoing professional development in best practices related to Autism Spectrum Disorders in both large and small group trainings. District members, the Luzerne Intermediate Unit 18 Training and Consultation staff, and PaTTAN will continue to work one-on-one or small group with faculty and staff as needed, as well as provide small/large group professional development during in-services and/or Act 80 days. The T ASD will continue to utilize the LIU 18 Autism Team Training program as IEP teams are identified as possibly benefitting from this program. Key faculty and staff will receive training in developing social skills for students with or without Autism. Training in models of best practice will be scheduled for Special Education faculty and staff educating our students with Autism that demonstrate the need for a more restrictive environment. Autism Spectrum Disorder training will be provided to parents through parent workshops as determined by an advisory committee. At the primary level, training in the Zones of Regulation will not only help our children with autism, but also students who have difficulty with self regulation. Also at the Primary, faculty and staff will receive training in proper use of the sensory room, its purpose and how it can be used effectively.</p> <p>* <u>Evidence of Change</u>: Faculty and staff will be able to successfully use the knowledge gained through professional development in their classrooms/positions. The T ASD students with autism will continue to be responsibly educated within our general education settings. The students requiring the most support will demonstrate improved behaviors, allowing for more inclusionary opportunities.</p>
Person Responsible	Director of Special Education, Professional Development Committee, Occupational Therapist
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services,

	Gifted Education, Educational Technology
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Professional Development Details

Hours Per Session	2.0
# of Sessions	4
# of Participants Per Session	40
Provider	TASD, LIU 18, PaTTAN, AS faculty
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Learners working with students with autism will continue to design instruction appropriate to the individual student. Learners will gain a knowledge of the complex nature of social skills. Issues and ideas related to teaching social skills to children with autism will be highlighted. Parents will gain a sense of partnership with the TASD.
Research & Best Practices Base	*
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Continued monitoring of LRE and needs for our students with Autism.
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Participant survey Quality of SDIs in IEP

Behavior Support

Description	<p>*Session Descriptions: School-wide Positive Behavioral Support will continue to be monitored for fidelity in implementation. Key faculty/staff, will receive training and follow-up support to effectively conduct Functional Behavioral Assessments (FBA) and develop Positive Behavior Support Plans (PBSP). Students with PBSPs will continue be educated in the least restrictive environment. Training in the development of data collection tools, analyzing data, making hypotheses will be provided to Problem Solving teams and school counselors so a PBSP can be implemented as a standard intervention prior to a behavior-based multidisciplinary evaluation. Key staff will continue to receive</p>
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	<p>training in non-violent crisis intervention to include de-escalation techniques. Administrators will continue to collaborate, network and attend trainings to continue to develop creative consequences beyond detention and suspension. The T ASD will strive to continue to work collaboratively with the existing School-based Behavior Health Team in the middle school and examine the possibility of it extending to other buildings. The T ASD will continue to work with the local Base Service Unit to develop communication tools to seamlessly work together and with parents to give/receive information so that teams have current information when making decisions.</p> <p>T ASD will host a training film series, targeting "empowering, not overpowering, youth with emotional and behavioral disabilities" (Habib, 2013). The films will be showed within a series, along with opportunities for a round table discussion, and use of paralleled educational materials. The hope is to raise awareness to our school and community related to the potential vs perception of individuals with emotional and bavioral disabilities.</p> <p>* Evidence of Change: There will be decrease in the drop-out rate of students with IEPs. The effectiveness of PBSP will be based on data. The suspension rate of students with IEPs will decrease.</p>
Person Responsible	Director of Special Education, Principals, SWPB Teams in each building
Start Date	6/1/2019
End Date	7/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	12
# of Participants Per Session	30
Provider	Various
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Participants will gain a knowledge of research-based strategies to increase positive behavior of all students. Learners will be able to develop effective FBAs and PBSPs to decrease negative behaviors and increase appropriate replacement behaviors.
Research & Best Practices Base	*
For classroom teachers,	Enhances the educator's content knowledge in the area of the

school counselors and education specialists	<p>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>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Review of written reports summarizing instructional activity</p> <p>Analyze discipline referrals, drop out rates,</p>

	detention/suspension rates
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Paraprofessional

Description	<p>* Session Descriptions: The TASD employs 36.75 special education paraprofessionals. All paraprofessionals are provided with 20 hours of paid training as well as the opportunity to participate in numerous trainings that are provided for the professional staff. Every year, all paraprofessionals participate in CPR/First Aid training as well as non-violent crisis intervention. The remaining trainings throughout the year varies and/or tailored to each paraprofessional's position. Trainings include but are not limited to: Foundations, data collection, standardized tests, progress monitoring, team building, communication, etc. With prior approval, paraprofessionals can also view numerous videos/webinars developed through PaTTAN as part of the required 20 hours per year. Administrators, professional staff and paraprofessionals are given the opportunity to provide their input on the type of training needed. The TASD continues to collaborate with a neighboring school district to provide networking as well as training.</p> <p>* Evidence of Change: Effective training will show an increase in the flexibility of assignments among paraprofessionals. Evaluations of paraprofessionals will have an increase of satisfactory ratings and a decrease in improvement plans. Paraprofessionals providing support in the RTII process will help to decrease the number of referrals for evaluations.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	7
# of Participants Per Session	40
Provider	LIU 18 and District and Neighboring District Personnel
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Paraprofessionals will gain the necessary skills to effectively assist teachers and students in both the special education and general education environments. They will continue to increase their knowledge of the

	<p>disability categories and be more qualified when assigned a new position. An increase in the proper documentation required for ACCESS billing will increase the amount of ACCESS dollars to enhance special education programs.</p>
Research & Best Practices Base	*
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops Live Webinar</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

	Paraprofessional evaluation process
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Reading

Description

In the area of Reading, the TASD has embraced MTSS fully in grades K through 6 and has some characteristics of it in grades 7-12. Currently the TASD offers a menu of interventions at the elementary and intermediate levels. Each year, follow-up training is needed to ensure the fidelity of delivery of each intervention. Currently, the District is in the process of developing a 3 year K-12 literacy plan that will include professional development as identified by a comprehensive needs assessment.

Professional Development will focus on the following areas (session descriptions):

- Keys to Literacy - grades 4-12
- LETRS Training (Modules 1-3) - grades K-2
- Benchmark Advance - grades K-4
- Star assessment
- Phonics Inventory
- 95%
- Word Identification Spelling test
- Foundations
- Benchmark Advance Interventions
- Phonics for Reading
- SRA Corrective Reading

* Evidence of Change: A decrease in the number of students identified with a specific learning disability in Reading and increase in PSSA scores. Over time, it is the goal of the TASD to send young adults, reading to the best of their abilities, to the high school.

Person Responsible	Assistant Superintendent, Director of Special Education, Principals
Start Date	7/1/2019
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Gifted Education

Professional Development Details

Hours Per Session	5.0
# of Sessions	12
# of Participants Per Session	25
Provider	District Personnel, LIU 18, PaTTAN
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Professional educators will review current reading interventions, gain knowledge in new interventions, be able to effectively use technology in everyday teaching, differentiate instruction to reach our higher students, and be able to effectively weave vocabulary into core curriculum areas.
Research & Best Practices Base	*
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Transition

Description	* Session Descriptions: The goal of the TASD is that every student that walks across the stage leaves the TASD with employability skills. TASD's Transition specialist attends the Transition Conference at Penn State each year to assist the district in staying current in the area of transition. An emphasis on making sure each student/parent leaves TASD with the knowledge of resources available to him/her upon graduation is a priority. Parents are an important part of the transition process. Educating parents to fully understand the
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	<p>supports and services available to their child while in school as well as after graduation is integral in the transition process. Key staff require professional development in best practices of teaching social skills so our students with disabilities leave T ASD with a knowledge of those soft skills so easily learned by others, and necessary for employment. Another goal of the T ASD is improving upon our Job-Shadowing efforts as well as helping students and parents to be realistic about life after high school.</p> <p>The T ASD has many opportunities on campus for students to develop skills needed in the workplace. Continued training of T ASD staff who work in various areas of the District, such as central receiving, cafeteria, and maintenance will be integral in creating successful opportunities for our students to develop marketable skills. Also, the T ASD was fortunate enough to have been given a van (with a wheelchair lift) donated by a local gas company. This has enabled the Transition Specialist to include skill development within the local business community, work hand in hand with the courthouse to provide a coffee and danish business, and capitalize on real life learning in grocery stores, department stores, etc. The T ASD continues to expand our collaboration with businesses and foster the relationships already in place to realize our goal of employability development.</p> <p>The idea of transition is simple, but actually carrying out the process can be quite complex as we try to weave together the appropriate combination of educational and social services to meet the needs of each student. The T ASD will continue to provide ongoing professional development to our faculty/staff and find better ways to support students and their families.</p> <p>T ASD will host a training film series, targeting "perceptions of intelligence as [students] navigate high school, college, and the workforce" (Habib, 2018). The films will be shown within a series, along with opportunities for a round table discussion, and use of parallel educational materials. The hope is to raise awareness to our school and community related to the potential vs perception of individuals with disabilities through transitional events of life.</p> <p>* Evidence of Change: The data will show an increase number of students with disabilities connected to appropriate agencies upon graduation. There will be a decrease in the drop-out rate among students with disabilities. A parent survey in three years will show an increase of connectedness as compared to a parent survey to be distributed at the end of the 14-15 school year. Transition plans will be individualized and will meet the criteria of Chapter 14/IDEA. Some students will gain the skills necessary to facilitate his/her own IEP meeting.</p>
Person Responsible	Director of Special Education, Transition Specialist, High School Assistant

	Principal
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.5
# of Sessions	12
# of Participants Per Session	20
Provider	IU and District Personell
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Parents become more active through knowlege in the transition process. Teachers become more knowledgeable about what activities should occur within the transition plan. Special Education teachers are provided with a review of the Indicator 13 checklist. Training on Bridges Career Exploration will be provided to new Special Education teachers. Teachers will effectively utilize LIU 18, PDE, and the TASD transition resources to develop a scope and sequence to follow in the transition process and within the IEP. The faculty and staff will approach transition planning with the idea that transition "begins with the end in mind." The end goal and the path to get there can be quite diverse, based on the uniqueness of each individual child. The assessment and planning process sets an individual educational template that guides the steps to take for each student with a disability. The TASD transition planning process will enable the student to move successfully from the Intermediate Center, to high school, to postsecondary education and training, employment, independent living, and community participation seamlessly. The Transition Specialist and the IEP team will inform students and parents how to access the supports and services needed to become as independent as possible after school age programming has been completed.</p>
Research & Best Practices Base	*
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Provides educators with a variety of classroom-based assessment</p>

	<p>skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>IEP Review, Parent Survey</p>
Evaluation Methods	<p>Participant survey</p> <p>Review of graduation/drop-out rates, successful completion and monitoring of Indicator 13 training</p>

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer