

Commodore Perry SD

Special Education Plan Report

07/01/2016 - 06/30/2019

District Profile

Demographics

3002 Perry Hwy
 Hadley, PA 16130
 (724)253-3255
 Superintendent: Kimberly Zippie
 Director of Special Education: Stacy Payne

Planning Committee

Name	Role
Daniel Basso	Elementary School Teacher - Special Education : Special Education
Shani Eddy	Middle School Teacher - Special Education : Special Education
Tracie English	Elementary School Teacher - Special Education : Special Education
Jeff Keeling	Administrator : Professional Education Special Education
Stacy Payne	Special Education Director/Specialist : Professional Education Special Education
Pamela Smith	Parent : Special Education
Michelle Young	Administrator : Professional Education Special Education
Stephanie Zane	High School Teacher - Special Education : Special Education
Kimberly Zippie	Administrator : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 101

Identification Method

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

The Commodore Perry School District uses a regressed discrepancy model between ability and expected student achievement to determine the presence or absence of a learning disability. Nationally normed-referenced cognitive and academic assessments are used. Additional information is gathered from the parents, teachers, school nurse, and any other educational staff that works with the student on a regular basis. Related service providers provide relevant information when appropriate. Classroom behavior, both observed and reported, is given strong consideration when making this decision. Rating scales and screeners are utilized if there is concern about underlying issues that may be impacting the student's educational performance. Student products, comparisons to normative assessments and classroom peers may be used. Parental input via questionnaires or interviews is sought out. How the student has responded to academic and behavioral interventions is incorporated, as appropriate. The following statements are addressed:

- 1. Whether or not the student is achieving adequately for the student's age or does not meet state approved grade level performance indicators;*
 - 2. The basis for making the determination--which model is used and the criteria met (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 or other);*
 - 3. The relevant behavior noted during the observation of the child;*
 - 4. Instructional strategies used by Highly Qualified personnel (i.e. evidenced-based);*
 - 5. The relationship of that behavior to the child's academic functioning;*
 - 6. The educationally relevant medical findings, if any;*
 - 7. The determination of the team concerning the effects of environmental, cultural, or economic disadvantage.*
 - 8. Data based documentation of repeated assessments of achievement at reasonable intervals reflecting progress*
 - 9. Observation of student's learning environment*
 - 10. Whether or not the student has received appropriate instruction in reading and math.*
- The decision is predominately based on whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services. The team, such as the*

student's teacher, parent, school psychologist, and LEA, are involved in making this decision.

Prior to referral, the following occurs:

Screening Process:

Review of school records (attendance, office discipline referrals, and report cards);

Vision and hearing;

Curriculum and performance based assessment i.e. PSSA, progress monitoring, AIMSWeb, Keystone Exams, MAP, CBAs;

Systematic observation of behavior;

Pre-referral Interventions:

Evidenced-based, intensive interventions(team monitors interventions being used, as well as, group size, frequency, amount of time, reliability checks, etc.).

With respect to making the determination, the decision will be predominately based upon whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services, noting that no single method is always used in making this determination. A team, including a district administrator, the student's teacher, a school psychologist, the student's parent(s) and intervention specialists are involved with making this decision.

Enrollment

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

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

The LEA recently reevaluated all students to ensure the identified disabilities were accurate. Additionally, if, based on observation and progress monitoring data, a student is found to be performing at, above, or below what would be expected of them based on their current diagnosis, a reevaluation is requested with additional testing data to ensure that the student is correctly identified. Due to the small size of our district, we did not have enough numbers in the sub-groups to register some of the disability categories. For example, the state average for students with a diagnosis of Autism is 9.4%. Based on our current numbers, our school average is 9.9%. However, there were not enough students in this category for the state to register on our report. In the area of Emotional Disturbance, we have found that about 3.9% of our students fall into this category as their primary disability, which is lower than the state average of 8.4%. This difference is due to students who may have emotional needs also having more intense needs and qualifying for services under a different category (Autism, SLD). The biggest areas of difference are concerning our population of students who are identified with a specific learning disability or speech or language impairment. Our population of students with a specific learning disability is 30.3% which is about 14% less than the state average of 44.3% compared to our population of students with speech or language impairments which is 39.4%. This is about 14% greater than the state average of 15.8%. Our students are being screened earlier for speech and language needs and identified early in order to address the language deficits prior to them requiring more intensive supports as a student with a specific learning disability. Overall, our special needs population of 19.3% is slightly above the state

average of 15.4%. This difference is due to the fact that we are identifying students with speech and language concerns through our screening process at an early age and have an increased population of students who qualify as speech and language students. We have a very strong speech and language program which we utilize in the elementary setting and focus on language development prior to diagnosing students with a learning disability. Although our percentage is higher than the state average of 15.8%, we feel very strongly that this program is responsible for keeping our other numbers lower. We will continue to screen and/or reevaluate students as needed to bring our percentages closer to the state averages.

Non-Resident Students Oversight

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

The LEA updates the Annual Public Notice each year based on direction given from the Midwestern Intermediate Unit IV staff and the Pennsylvania Department of Education. The Annual Public Notice contains all required elements. There is a very close coordination of services from Early Intervention programs operated by MIU IV and with all other local preschool providers. The Commodore Perry School District currently is not a host district to any children's institutions nor does the LEA have a student placed in a residential treatment facility. The District does not have barriers which would limit our ability to meet its obligation under Section 1306 of Public School Code.

Incarcerated Students Oversight

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

The LEA personnel are 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 by the administrative team. In the event a crime has been reported, requested records are forwarded without obtaining permission in compliance with judicial orders, or orders of administrative agencies that have power of subpoena. Parents and/or students shall be notified of all such orders and of the school's compliance.

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 Commodore Perry School District practices the policy that the Least Restrictive Environment for an individual student is dependent upon the IEP Team's determination of what is appropriate for the student. The discussion regarding the educational placement for the student always begins with considerations by the IEP Team for the option of service delivery in the regular education classroom with supplementary aids and services. The IEP team, as part of the IEP process, answers the questions regarding SAS and extracurricular activities to further clarify the needs in the least restrictive environment.

Presently, the District has a comprehensive array of programs and services available within the District, at locations in neighboring districts operated by the Intermediate Unit or through other districts, or through participation in Intermediate Unit operated multiple-district programs located within the three county areas. Programming is also provided through locally operated private institutions . All decisions regarding the appropriateness of the Special Education programs and/or services for any student along the placement continuum beginning with programs and services at the student's home school building, flow through the following process:

- The school district will assure that the placement decision is made at the IEP meeting with parent participation.
- The student's full range of needs will be examined including socialization needs.
- An Instructional Support Team approach and referral system, based on Response to Intervention & Instruction screeners, identifies students in need. Before a student is removed from the regular education environment, there will be a demonstration that education in that environment is not satisfactory even with supplemental aides and services as well as previously tried intensive interventions.
- Various in-house supports are used including Title I, inclusive remediation skills reading groups, academic resources, AmeriCorps tutors, classroom adaptations and accommodations,

counseling support, behavior support plans, social skills instruction, cross-age and peer tutoring, and the Generations Together program.

- A full range of placement options will be available and considered at each individual child's IEP meeting. This will include supplemental aids and services.
- The justifications given for any restrictions that might be placed upon the student will be educational justifications and not for administrative or staff convenience.
- When there is justifiable restriction for one part of the program, the IEP team will consider other elements of the curriculum and extracurricular opportunities for integrated activities.
- Within the framework of the district's strategic plan, inclusive instruction is determined when appropriate to the students' needs, while maintaining the continuum of services required by law.

The SPP target is to have 62.1% of our population being educated inside the regular education classroom 80% or more of the school day. Our district has achieved that target with 78.0% of our population receiving instruction within the regular education classroom 80% or more of the school day. Commodore Perry's numbers are too small to generate a target group for the other two targeted areas. Students who are educated in a private institution are reevaluated by our district and a plan is developed and presented to the parents/guardians of those students with a suggested plan of action. The parents/guardians have the opportunity to deny, enroll in dual enrollment, or accept the plan of action as presented by re-enrolling the student in the home district. The following is a list of supplementary aids and services which allow students to be successful in the general education environment:

- instructional aids
- extended time
- scribing/transcribing
- tests read aloud
- fewer answer choices
- separate location for testing
- small group testing/instruction
- use of FM System
- preferential seating
- frequent feedback
- sensory stimulation as needed with access to sensory room if necessary

- social lunches
- use of calculator
- community based education
- job coaching
- assistive technology
- notes provided
- use of graphic organizers
- allow students to retake tests when a D or F is earned
- word banks
- use of slant board
- set of books to keep at home
- sensory seat cushions
- adapted pencil grips
- note-taking system (carbon copy notes)
- specialized paper (lined, bigger spaces, etc.)
- spacers for use between words
- use of highlighters
- reduced assignments
- use of word processor
- resource time
- positive behavior support plan
- early intervention transition meetings
- differentiated instruction
- specialized transportation
- counseling support
- SAP training and support
- family services
- full time nursing services

- PT, OT, Vision therapy
- Speech therapy
- Hearing support
- Inclusion teachers
- Safety Mechanics
- Personal Care Assistant
- bus restraints (seat belts)
- PBSP

Our district employees have the opportunity to attend workshops/trainings/conferences offered through PDE, our local intermediate unit, and PATTAN in an effort to stay up to date and/or further their understanding of current strategies and techniques for working with students with disabilities in the regular education setting.

Behavior Support Services

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

Commodore Perry School District employs K-12 schoolwide positive behavior support. The SWPBS teams have developed positive behavior matrices and have established guidelines and procedures for classroom based interventions and office based interventions. Additionally, the SWPBS teams have collaboratively adopted a district wide discipline referral form in order to ensure consistency from the elementary through the secondary levels. Incentives for positive behavior are provided to all students throughout grades K-12.

K-6 school based counseling services are offered. At the 7-12 level, a student assistance program (SAP) is available for all students. Through the SAP program students may be referred to the SAP program by teachers, parents, self-referral, etc. After parent permission is granted, students are screened and evaluated by a counselor from Mercer County Behavioral Health Commission in order to determine the best course of action. Possible outcomes include: monitoring the student by a SAP team case manager, school-based counseling, family-based counseling, drug and alcohol screening, outpatient services, residential placement.

At this point, six of our district employees have been trained in safety mechanics, with four additional employees scheduled to be trained this school year. The district performs FBAs and BIPs when deemed appropriate. In grades K-6, we have an instructional support program. Students can

be referred to this program by teachers or parents/guardians for a variety of reasons including academic, behavioral, emotional, etc. Once students are referred, the instructional support teacher spends several hours observing and working with these students. A meeting is held explaining the outcome of these sessions to the parents/guardians and any interventions deemed necessary by the team are put into place. Any student requiring restraint will be entered into the RISC system. Any disciplinary exclusion of a student with disabilities for more than 10 consecutive school days or more than 15 cumulative school days in a school year is considered a change in educational placement. A manifestation determination is conducted, and if a manifestation of the disability is present, either a Functional Behavioral Assessment is completed and a positive behavior support plan developed, or if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan and modification is necessary. Notice to the parents shall be afforded prior to exclusion. A manifestation determination is conducted prior to exclusion or suspension from the school for students with an intellectual disability.

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.

If Commodore Perry School District is having difficulty ensuring FAPE for a particular student or particular disability category, the LEA will contact the Intermediate Unit for a recommendation of available placement options. Through collaboration with the intermediate unit, school psychologist, and parents, the district will bear the cost for educational services and transportation to an alternative placement throughout the duration of the student's enrollment in the Commodore Perry School District. At present, the Commodore Perry School District does not offer life skills instruction, a self-contained emotional support classroom, a self-contained deaf and hard of hearing classroom, or a self-contained autism classroom. The district does contract with the intermediate unit for itinerant emotional support, deaf/hard of hearing support, and visual support services. There is currently no plan for expansion of services or facilities to be offered by the Commodore Perry School District.

The Commodore Perry School District offers the following supports for students with disabilities:
 Mercer County Children and Youth Services
 Office of Vocational Rehabilitation
 Mercer County Behavioral Health Commission

Partial Placement Services through Sharon Regional Health System
 Bethesda Partial Program
 Greenville Community School
 Midwestern Intermediate Unit Classrooms
 Western PA School for the Deaf
 Gertrude Barber Center

The Commodore Perry School District contracts with Intermediate Unit 4 for the following services:

Physical Therapy
 Occupational Therapy
 Emotional Support
 Vision Support
 Hearing Support
 Assistive Technology
 School Psychologist

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 Commodore Perry School District serves 496 students in grades K-12. The district promotes inclusionary practices and effective teaching strategies to accommodate students with disabilities. Strengths and highlights of our current programs and services include:

- The Commodore Perry Elementary School is a Pennsylvania Title I school.
- Strong childfind activities, including EI transition meetings, kindergarten screening, referrals from outside sources, school nurse information, PSSA and curriculum based assessment data results, and IST process.
- Evidence-based curriculum utilizing the standards aligned system and the common core aligned curriculum are being developed and implemented schoolwide.
- Excellent cooperation with neighboring districts in sharing special education programs and related services.
- Social agencies are utilized encompassing a wide range of supportive services.
- Collaboration between regular education and special education teachers in our district is exceptional. We are a small district with few students and staff members. This allows everyone the opportunity to get to know all of the children. It makes it easier to create an individualized program for each student.

- Staff members possess a working knowledge of educating students with disabilities and determining appropriate specially designed instruction to meet the needs of each eligible student.
- Inclusion with aides/teachers is positive for students and has created an atmosphere of greater acceptance and support for the students.
- All of our instructional aides meet the definition of "highly qualified".
- Transition program and activities are individualized to meet student interests and abilities. A wide variety of activities and/or placements are utilized, allowing students to gain insight and knowledge in career exploration and post secondary opportunities as well as social skills development.
- High school graduation rate and attendance for students with special needs is exemplary.
- Progress monitoring is thorough and ongoing throughout the school year and as a result, appropriate revisions are made in areas such as: scheduling, academics, and support services for individual students.
- Members of the special education department are experienced, knowledgeable, and caring. They form close connections with the students, which fosters a positive learning environment and increases the likelihood of graduation and post secondary success. Personnel are open to new ideas and participate in special education topic trainings and conferences.
- District staff members continue to work collaboratively to remain in compliance with the RTII model.
- Professional development committee is in place to plan professional development activities for all district personnel. This committee consists of secondary and elementary teacher representatives, a member of our paraprofessional staff, and both building level administrators. Special education topics of need are addressed and included in the district professional development plan.
- Parent/family involvement opportunities are frequent and well attended. Family participation opportunities include, but are not limited to: open houses, district wide showcase, local parent trainings, family service presentations, early childhood council meetings, academic support meetings, interactive websites, Gearing Up for Kindergarten, etc.
- Parental involvement in IEP meetings is high due to arranging meetings around the schedule of the parents and providing reminder phone calls to the parents a day prior.
- The district has a variety of information pertaining to special education available to parents through its website. It's designed to afford access to student progress through the Parent Portal (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 Midwestern Intermediate Unit 4 has and continues to provide the district with ongoing training in the areas of transition, AIMSweb, IEP development, effective schoolwide behavior intervention, progress monitoring, RTII, IDEA, assistive technology, differentiated instruction, and autism as well as a variety of issues as they become necessary.
- The district administration is well aware and very supportive of the special education programs and services provided within their individual buildings. Collaborative teaming between staff, administrators, providers, and parents occurs at all levels.
- The district has access to a wide variety of staff development and training opportunities including: RTII, FBA training, SWPBS training, de-escalation and safety mechanics, SAS, standards aligned IEP development, and supplementary aids and services.
- The district has redoubled efforts to ensure that we are meeting appropriate timelines.
- The district has implemented IEP Writer and is currently in the process of making sure all IEPs can be accessed through IEP Writer.
- The district is now on a regular schedule for reevaluations.
- The district has a Wii Gaming System for students who require adapted physical education as part of their IEP.
- The district has utilizes EdMark, a reading intervention program for students who demonstrate below level reading capabilities. A functional word series is included which teaches sight words for items that students will experience in everyday life.
- The district recently updated the gifted screening process.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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Pulaski Elementary (Wilmington School District)	Neighboring School Districts	Autistic Support	1
Greenville Community School	Other	Emotional Support	1
Barber Center	Special Education Centers	Autistic Support	1
Western Pennsylvania School for the Deaf	Special Education Centers	Deaf and Hearing Support	1
Bethesda Children's Home	Other	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in grade level responsibilities which altered FTE and types of placement responsibilities.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Commodore Perry High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	9	0.3
Commodore Perry High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	15 to 19	1	0.2
Commodore Perry High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	1	0.2

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2016

Reason for the proposed change: Change in grade level responsibilities which altered FTE and types of placement responsibilities.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Commodore Perry High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	11	0.25
Justification: Age waivers are signed by parents at all IEP meetings agreeing to the age variance in the classroom being greater than 3-4 years.							
Commodore Perry High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	5	0.3
Commodore Perry High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 16	1	0.2
Commodore Perry High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 16	1	0.25

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 26, 2014*Reason for the proposed change:* Change in caseload #s.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Commodore Perry High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 13	4	0.3
Commodore Perry Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	33	0.7
Justification: Students do not receive speech and language support during the same time as other students who are greater than 3 years of age. Additionally, a waiver is signed by parents permitting the age difference.							

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 26, 2014

Reason for the proposed change: Change in caseload #s.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Commodore Perry High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 13	4	0.3
Commodore Perry Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	33	0.7
Justification: Students do not receive speech and language support during the same time as other students who are greater than 3 years of age. Additionally, a waiver is signed by parents permitting the age difference.							

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2016

Reason for the proposed change: Change in grade level responsibilities which altered FTE and types of placement responsibilities.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Commodore Perry Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	5	0.15
Justification: Students are not educated at the same time with peers with a greater than 3 year age difference. In addition, an age variance waiver is signed by the parents and is on file with the district.							
Commodore Perry Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	4	0.25
Justification: Students are not educated with peers who are greater than 3 years of age at the same time. In addition, an age variance waiver is signed by all parents and is on file with the district.							
Commodore Perry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 12	1	0.08

Justification: Students are not educated with peers who are greater than 3 years of age at the same time. In addition, an age variance waiver is signed by all parents and is on file with the district.							
Commodore Perry Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 12	1	0.02
Commodore Perry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5

Program Position #6*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 26, 2015*Reason for the proposed change:* Students transitioned to high school setting**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Commodore Perry High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 19	5	0.1
Justification: Age waiver is signed at IEP Meeting granting permission for age differential by parents.							

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 441 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)*Reason for the proposed change:* Change in grade level responsibilities which altered FTE and types of supports**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Commodore Perry Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	5	0.25
Commodore Perry Elementary School	An Elementary School	A building in which General	Itinerant	Autistic Support	5 to 8	2	0.2

	Building	Education programs are operated					
Commodore Perry	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 8	2	0.05

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education/Transition Coordinator	Commodore Perry School District	0.5
Paraprofessional	Commodore Perry High School	1
Paraprofessional	Commodore Perry High School	1
Paraprofessional	Commodore Perry High School	1
Paraprofessional	Commodore Perry Elementary School	1
Personal Care Aide	Commodore Perry Junior/Senior High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
PT	Intermediate Unit	31.6 Minutes
OT	Intermediate Unit	153.3 Minutes
School Psychologist	Intermediate Unit	2.5 Days
Audiological Testing	Intermediate Unit	3.33 Minutes

District Level Plan

Special Education Personnel Development

Autism

Description	An increase from 0 to 3 transitional supports from middle school to high school in order to develop age appropriate social/coping skills and make the transition more manageable.
Person Responsible	LEA
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	9
Provider	Commodore Perry
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
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>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>Instructs the leader in managing resources for effective results.</p>
Training Format	Department Focused Presentation

Participant Roles	Classroom teachers Paraprofessional Classified Personnel 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 Peer-to-peer lesson discussion Journaling and reflecting
Evaluation Methods	Classroom student assessment data Participant survey On-site data collection

Behavior Support

Description	Yearly review of Positive Behavior Support matrices and procedures for documentation
Person Responsible	LEA
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	0.5
# of Sessions	3
# of Participants Per Session	60
Provider	Commodore Perry
Provider Type	School Entity
PDE Approved	No

Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff 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	Analysis of student work, with administrator and/or peers
Evaluation Methods	Review of bus referrals, review of discipline referrals

Paraprofessional

Description	District documentation of a minimum of 20 hours completed yearly for the
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	next three school years.
Person Responsible	LEA
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	30
# of Participants Per Session	6
Provider	Commodore Perry and/or PATTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
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>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Offsite Conferences</p>
Participant Roles	Paraprofessional

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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.

Reading NCLB #1

Description	Annual increase in accordance with national norms on MAP assessments for each of the next three school years.
Person Responsible	LEA
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	2
# of Participants Per Session	60
Provider	Commodore Perry School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
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</p>

	decision-making.
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>LEA Whole Group Presentation</p> <p>School Whole Group 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>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p>

	Classroom student assessment data
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Transition

Description	Documentation of attendance via the IU.
Person Responsible	LEA
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	2
Provider	MIU4
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Instructs the leader in managing resources for effective results.</p>

Training Format	<p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Other educational specialists</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>Analysis of student work, with 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>

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