

Burrell SD

Special Education Plan Report

07/01/2015 - 06/30/2018

District Profile

Demographics

1021 Puckety Church Rd
Lower Burrell, PA 15068
(724)334-1406
Superintendent: Shannon Wagner
Director of Special Education: Gregory Egnor

Planning Committee

Name	Role
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Core Foundations

Special Education

Special Education Students

Total students identified: 300

Identification Method

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

The Burrell School District's current method for screening and identifying students with suspected specific learning disabilities (SLD), follows the verbiage found in IDEA Federal Regulations and Pennsylvania State Code. The process encompasses collecting information from the Multi-Disciplinary Team (MDT), which includes Parents/Guardians and qualified professionals which include, but are not limited to, School Principal, Certified School Psychologist, Guidance Counselor, Regular Education Teacher(s), and Response to Instruction and Intervention (RtII) Team members (Title I /Intervention Specialists) to fulfill answering a variety of questions, which include 1.) Determination of underachievement in one or more of the following areas: Oral expression, Listening comprehension, Written expression, Basic reading skill, Reading fluency skills, Reading comprehension, Mathematics calculation, and Mathematics problem solving. *2.) Process used to determine eligibility includes the option of interpreting the student's assessments and evaluation and whether they show a pattern of strengths and weaknesses in their academic performance, achievement (or both), or in intellectual development. Recognition of a discrepancy between ability and achievement could also be considered as part of this step. 3.) Summary of instructional strategies used and data collected, 4.) Description of relevant medical findings, 5.) Effects of the student's environment on their performance, 6.) Affirmation that the student's regular education instruction was delivered by qualified personnel, 7.) Documentation of assessments administered to monitor and reflect progress, 8.) Observation in the student's learning environment, and 9.) Rule out the influence of other factors i.e. visual, hearing, or motor disability, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage, limited English proficiency).

Screening and identification for a student suspected of having a specific learning disability

A student can be referred through parent and/or and school team (RtII, Burrell Educational Support Team/ Student Assistance Program) requests. The school team requests are conducted in the following manner and provide information to the MDT in making data based decisions for screening purposes. At the elementary level, the district is currently working within a preliminary framework of a Response to Instruction and Intervention program (K-5). This program provides universal screening three times per year and identifies students in need of interventions. Once the student is identified their progress is monitored to determine if they are responding to the instruction and intervention. This information along with the student's academic history, current progress, needs

and local assessment and curriculum based assessment results are reviewed. The BEST(grades 6-8) and SAP (grades 9-12) teams also collaborate to make data based decisions on students suspected of having SLD and take into account the student's academic history, current progress, needs and local assessment and curriculum based assessment results.

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 Special Education Data Report indicates that Burrell School District was below the State Percent of Special Education Enrollment by Disability in the following areas: Intellectual Disability, Speech or Language Impairment, Emotional Disturbance. The District was above the State Percent of Special Education Enrollment by Disability in the following areas: Total Special Education Enrollment, Autism, Other Health Impairment, and Specific Learning Disability. The increased number of students identified with autism could also be attributed to the national trend of increasing rates of autism spectrum disorders. Parents may prefer to locate to or remain in a school district that strives to meet the needs of children on the autism spectrum rather than send students to outside placements.

Plans to decrease the number of students identified as Specific Learning Disability or Other Health Impaired include as well as Total Special Education Enrollment include:

1. Expanding the Response to Intervention and Instruction model from the elementary level to the secondary level;
2. The District has recently scheduled 'Enrichment and Remediation' time at the 6-12 levels for the purpose of providing needed interventions for students;
3. Plans have been made to schedule to staff development for teachers in providing additional classroom interventions and in monitoring student progress;

Plans have been made to refine the school based referral process at the 6-12 levels in an effort to provide needed support and intervention for students in need.

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?

Burrell School District does not host a facility or institution in accordance with Section 1306 of the Pennsylvania 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).

Burrell School District is responsible for complying fully with the requirements of IDEA and Chapter 14 regarding the evaluation, placement and provision of special education services for an exceptional or thought to be exceptional student who is incarcerated. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to:

1. Comply with the "child find" obligations of IDEA;
2. Utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of school-age individuals;
3. Implement timely review and/or develop Individual Educational Programs for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards;
4. Provide free appropriate public education (FAPE) in conformity with the IEP.

The District has established collaborative relationships with the local juvenile authorities and regional correctional institutions. Similarly, the District works cooperatively with the Upper and Lower Burrell Police Departments when a student receives special education services. Due to the atypical nature of providing services to children with disabilities who are convicted as adults under State law and who are incarcerated in adult prisons, the following requirements of IDEA do not apply:

1. Participation of children with disabilities in general assessments;
2. Transition planning and transition services to children whose eligibility ends due to age before release from prison.

If a child with a disability is convicted as an adult under State law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of the least restrictive environment if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. The continued delivery of

services in a student's IEP is superseded by the duty of the local correctional institution to maintain and control security. The school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

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.

Burrell School District ensures that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled peers, and that removal from a general education environment occurs only when education in that setting with supplementary aids and services, cannot be achieved satisfactorily. District IEP teams adhere to the following principles when making educational placement decisions:

1. A Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP, and must be delivered in the Least Restrictive Environment (LRE).
2. IEP teams will determine whether the goals in the student's IEP can be implemented in general education classroom with supplementary aids and services before considering removal from a regular education classroom.
3. IEP teams consider the full range of supplementary aids and services in general education classroom, based on peer-reviewed research to the extent practicable, including modification
4. When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in general education classroom, as required in their IEP, the District will ensure that those services are provided;
5. Students will not be removed from general education classrooms merely because of the severity of their disabilities;

To determine whether a child with a disability can be educated satisfactorily in a general education classroom with supplementary aids and services, the following factors will be considered and addressed in the IEP:

1. What efforts have been made to accommodate the child in the general education classroom and with what outcome(s)?
2. What additional efforts (i.e. supplementary aids and services) in the general education classroom are possible?
3. What are the educational benefits available to the child in the general education classroom with the use of appropriate supplementary aids and services?
4. Are there possible significant and negative effects of the child's inclusion on the other students in the class?

IEP teams begin placement discussions with a consideration of the general education classroom and the supplementary aids and services that are needed to enable a student with a disability to benefit from educational services. Benefit from educational services is measured by progress toward the goals and objectives of the student's IEP, not by mastery of the general education curriculum and is not limited to academic progress alone; therefore, special education placement in a more restrictive environment cannot be justified solely on the basis that the child might make greater academic progress outside the regular education environment.

For some students, the IEP team may conclude that a more specialized setting is necessary for the delivery of FAPE. An IEP team may choose a more specialized setting if:

1. The student will receive greater benefit from education in a specialized setting than in a general education setting;
2. The student is so disruptive as to significantly impair the education of other students in the class;
3. The cost of implementing a given student's IEP in the general education classroom will significantly affect other children in the LEA.

If, after considering these factors, an IEP team determines that the student needs to be educated in a more specialized setting, the school is required to include the child in school programs with non-disabled children to the maximum extent appropriate. These may include but are not limited to extracurricular activities, athletic programs, recess, lunch, homeroom, etc.

Burrell School District ensures that students with disabilities and behavioral needs are educated in the general education classroom in the least restrictive environment. Practices that support inclusion include:

Flexible grouping
Flexible scheduling

Differentiated instruction
 Assistive technology
 Title 1 Reading
 RtII
 ESAP Teams
 Scheduled Enrichment and Remediation time
 School-Wide Positive Behavior Support

SE Inside Regular Class 80% or more (Burrell 68.4%) (SPP Target 65.0%)

Burrell School District strives to educate students with IEPs in the least restrictive environment. The District is above state averages and SPP target in SE Inside Regular Class 80% or more. Students are supported in the regular environment by specially designed instruction outlined in individual education program plans.

SE Inside Regular Class less than 40% (Burrell <1%) (SPP Target 8.0%)

Burrell School District is well below the SPP Target of 8.0%. The district does not house a full time support classroom, as the commitment to the least restrictive environment extends to every student in Burrell School District. LRE is provided to students enrolled in historically full time support classroom such as Autism Support or Life Skills Support, are still engaged in learning with their typically developing peers in the general education setting to the maximum extent possible.

SE in Other Settings (Burrell 6.3%) (SPP Target 3.3%)

Burrell School District is well below the state average for special education students in other settings (6.3% vs. 5%), but above the SPP target of 3.3%. Current efforts to meet the SPP include providing Autism support at the secondary level in district to help provide LRE to students in need of this level of support. The majority of early intervention students enter the school age program with the support of elementary learning support classrooms. Students transitioning from early intervention are supported with current learning support classrooms, except for students with multiple disabilities, who continue with their previous support placements.

There is a very small group of students who have been placed in outside placements from one of the District programs. Students on the autism spectrum and with emotional support needs were placed at an approved private school because they required specific behavioral interventions. The IEP team chose these more specialized setting because:

1. The student will receive greater benefit from education in a specialized setting than in a regular class (building);
2. The student is so disruptive as to significantly impair the education of the other students in the class.

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.

The Burrell School District, in conjunction with the Westmoreland Intermediate Unit and St. Vincent College, implements a student assistance program in all K-12 buildings. Along with those programs the Intermediate Unit provides behavioral specialists to assist via consultation in conducting functional behavior assessments and creating positive behavior plans when students exhibit needs. The behavioral specialists also provide on-site training for staff and parents. Various in-service trainings and parent trainings have been conducted over the past school years to ensure parents and staff are aware of such plans. These trainings have been conducted by the aforementioned experts. Additionally, the Burrell School District has a team of approximately 12 staff trained in crisis prevention intervention techniques.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The LEA has been able to successfully locate and secure placements for all the appropriate students. Nevertheless, if the situation arises concerning barriers to appropriate educational placement, the Burrell School District would collaborate through the interagency approach to ensure FAPE for the identified student(s). At this time the Burrell School District does not have any intensive interagency students identified. Nonetheless, the Burrell School District has been active participants in CASSP meetings to appropriately place students with disabilities in educational placements. The Burrell School district does not provide a full time autistic support or emotional support classroom.

However, we educate all of our autistic and emotionally disturbed children in a learning support environment. If the Burrell School District is unable to meet each student's emotional/social needs, placement is sought after the continuum of services is exhausted in the student's home school district, only then is a more restrictive placement sought. The Burrell School District is always willing to work cooperatively with different agencies in providing appropriate services to its students. At this time, the district does work with local mental health agencies in providing FAPE to its students. In some cases, the LEA has participated in CASSP meetings to make decisions about students' needs placements. Likewise, the district works in a concerted effort to place students through children and youth and juvenile probation when the situation deems itself appropriate.

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.

Burrell School District provides a free, appropriate, public education to exceptional students. To qualify as an exceptional student, the child must be of school age, in need of specially-designed instruction, and meet eligibility criteria for one or more of the following physical or mental disabilities, as set forth in the Pennsylvania State standards: autism/pervasive developmental disorder, blindness/visual impairment, mental retardation, multihandicap, neurological impairment, other health impairment, physical disability, emotional disturbance, specific learning disability, and speech/language impairment.

The district engages in identification procedures to ensure that eligible students receive an appropriate educational program consisting of special education and related services, individualized to meet student needs. At no cost to the parents, these services are provided in compliance with state and federal law and are reasonably calculated to yield meaningful educational benefit and student progress. To identify students who may be eligible for special education, various screening activities are conducted on an on-going basis. These screening activities include review of group-based data (cumulative records, enrollment records, health records, report cards, ability and achievement test scores); progress monitoring through the RtII process, hearing, vision, physical and speech/language screening; and review by a building-level team. When screening results suggest that the student might be exceptional, the district seeks parental consent to conduct a multidisciplinary evaluation at any time through a written request to the school principal. The district will provide a form letter for a parent to request to the school an evaluation. Services designed to meet the needs of exceptional students include the annual development of an Individualized Education Program (IEP), biennial or triennial multidisciplinary reevaluation, supportive intervention in the regular class, supplemental intervention in the regular class or in a special education resource program, placement in a part-time or full-time special education class in a regular school, or placement in a full-time special education class at a location other than the regular school. The extent of special education services and the location for the delivery of such services are determined by the IEP team and are based on the student's identified needs and abilities, chronological age, and the level of intensity of the special intervention. The district also provides related services, such as transportation, physical therapy, speech and language, hearing therapy, vision therapy, and occupational therapy, required for the student to benefit from the special education program. Parents may obtain information regarding special education services and programs and parental due process rights by contacting the child's school principal or the District LEA, Greg Egnor, at 724-334-1483, extension 5004.

In compliance with the state and federal law, Burrell School District will provide protected handicapped students without discrimination or cost to the student or family, those related aids,

services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the students abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. Services and protections for protected handicapped students are distinct from those applicable to exceptional students enrolled or seeking enrollment in special education programs. The Burrell School District protects the confidentiality of personally identifiable information regarding exceptional and protected handicapped students in accordance with state and federal law and district policy. For further information about the evaluation procedures and provision of services to protected handicapped students, contact the building principal or District LEA, Greg Egnor, at 724-334-1483, extension 5004.

Act 212, the Early Intervention Services System Act, entitles all preschool children with disabilities to appropriate early intervention services. Young children experiencing developmental delays or physical or mental disabilities and their families are eligible for early intervention services. At-risk children are eligible for screening or tracking. The Pennsylvania Department of Education is responsible for providing services to preschool children from ages three through five. For more information contact Brandi Binakonsky, at the Westmoreland Intermediate Unit at 724-835-2460, ext 2312

The Burrell School District provides public education to students who qualify for gifted programs. The District engages in identification procedures to ensure that eligible students receive an appropriate education program. When screening results suggest that a student might qualify for the gifted program, parental consent is obtained for further evaluation. Parents of enrolled students in Burrell School District may obtain additional information about this program from the building principal, counselor, or school psychologist.

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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Children's Institute	Approved Private Schools	Multiple Disabilities	2
Clairview	Special Education Centers	Life Skills Support/Multiple Disabilities -- I.U. operated	3
Kiski Area School District	Neighboring School Districts	Life Skills Support-- I.U. run - neighboring district hosting	4
PA School for the Deaf	Approved Private Schools	Deaf/Hearing Support	2
Sunrise School	Approved Private Schools	Multiple Disabilities	1
Total Learning Center	Special Education Centers	Multiple Disabilities	2
Highlands Partial	Other	Partial Hospitalization	2
Easter Seals of Western & Central PA	Approved Private Schools	Multiple Disabilities	1
Leechburg Partial	Other	Partial Hospitalization	3
NHS School - Apollo	Special Education Centers	Autism Support	2
NHS School - Greensburg	Special Education Centers	Autism Support, Transition	1
New Kensington-Arnold School District	Neighboring School Districts	Life Skills Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 10, 2015

Reason for the proposed change: Scheduling and identification

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charles A. Huston Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	14	0.5
Charles A. Huston Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	9	0.5

Program Position #2

Operator: School District

PROGRAM DETAILS*Type: Position**Implementation Date: March 10, 2015**Reason for the proposed change: Scheduling and identification***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charles A. Huston Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	12	0.5
Charles A. Huston Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.5

Program Position #3*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 10, 2015**Reason for the proposed change: Scheduling and identification***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charles A. Huston Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	8	0.5
Charles A. Huston Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	13	0.5

Program Position #4*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 10, 2015**Reason for the proposed change: Scheduling and identification***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Burrell High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	19	0.75
Burrell High School	A Senior High	A building in which General	Supplemental (Less Than 80%)	Learning	15 to	1	0.25

	School Building	Education programs are operated	but More Than 20%)	Support	19		
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Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 10, 2015*Reason for the proposed change:* Scheduling and Identification**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Burrell High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	23	0.75
Burrell High School	A 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 18	1	0.25

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 10, 2015*Reason for the proposed change:* Scheduling and identification**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Burrell High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	19	0.75
Burrell High School	A 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	3	0.25
Justification: due to the math needs of these students and the co-teaching approach for delivery							

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 10, 2015*Reason for the proposed change:* Scheduling and identification**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Burrell High School	A 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	2	0.25
Burrell High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	20	0.75

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 10, 2015*Reason for the proposed change:* Identification and placement**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bon Air Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	7	0.25
Bon Air Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	11	0.75

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 10, 2015*Reason for the proposed change:* Identification and placement**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bon Air Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	4	0.25
Bon Air Elementary	An Elementary School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	13	0.75

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Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 10, 2015*Reason for the proposed change:* Change in identifications**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Stewart Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	5	0.5
Stewart Elementary	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 11	6	0.5

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 10, 2015*Reason for the proposed change:* Change in identification**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Stewart Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	7	0.5
Stewart 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 11	4	0.5

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 10, 2015*Reason for the proposed change:* Scheduling and identification**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Burrell High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.4
Burrell High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	20	0.6

Program Position #13*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Burrell School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 15	65	1
Justification: Speech and Language support services are rendered via group and one and one instruction thus eliminating any age range concerns							

Program Position #14*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Burrell School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	9 to 12	3	0.2

Program Position #15*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Burrell School District	An Elementary	A building in which General	Itinerant	Deaf and Hearing	8 to 8	2	0.2

	School Building	Education programs are operated		Impaired Support			
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Special Education Support Services

Support Service	Location	Teacher FTE
LEA/Principal	Stewart Elementary	1
School Counselor	Bon Air/Stewart Elementary	1
School Counselor	Huston Middle School	1
School Counselor	Huston Middle School	1
School Counselor	Burrell High School	1
School Counselor	Burrell High School	1
School Psychologist	Stewart, Bon Air, Houston Middle, Burrell High School	0.85
Certified School Nurse	Bon Air, Stewart	1
Certified School Nurse	Houston Middle School, Burrell High School	1
Special Education Secretary	Stewart	1
Occupational Therapist	Bon Air, Stewart	1
Physical Therapist	Bon Air, Stewart	0.25
Classroom Assistant	Stewart	1
Personal Care Assistant	Stewart	1
Personal Care Assistant	Bon Air	1
Personal Care Assistant	Bon Air	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Outside Contractor	4 Days
Personal Care Assistant-LSS	Intermediate Unit	5 Days
Personal Care Assistant-LSS	Intermediate Unit	5 Days
Personal Care Assistant-LSS	Intermediate Unit	5 Days
Classroom Assistant-LSS	Intermediate Unit	5 Days
Occupational Therapist	Outside Contractor	4 Days
Physical Therapist	Outside Contractor	1 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Students with disabilities in Burrell School District will be provided services by personnel with the knowledge and skills necessary to meet their needs.</p> <p>Autism support services provided in the school system address needs primarily in the areas of communication, social skills, or behaviors consistent with those of autism spectrum disorders. The individualized education program for these students must address needs as identified by the team which may include, as appropriate, the verbal and nonverbal communication needs of the child; social interaction skills and proficiencies; the child's response to sensory experiences and changes in the environment, daily routine, and schedules; and, the need for positive behavior supports or behavioral interventions.</p> <p>Evidence of this action step will be seen in the instruction delivered via the students IEPs.</p>
Person Responsible	School Principal, Director of Special Education
Start Date	8/20/2015
End Date	6/1/2018
Program Area(s)	Teacher Induction, Special Education, Gifted Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	145
Provider	Various-- PaTTAN, Westmoreland Intermediate Unit, NHS
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>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</p>

	skills and the skills needed to analyze and use data in instructional 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>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Parents</p>
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> <p>Professional Learning Communities</p>

Behavior Support

Description	<p>School wide positive behavior support core teams will be in place at elementary buildings. Staff development will be provided to guide building core teams in the implementation of positive behavior support. Clear behavioral expectations will be taught using specific lesson plans and students will be acknowledged for demonstrating the desired behaviors. The behavior specialists of the Westmoreland Intermediate Unit, have provided a Prevent-Teacher-Reinforce model of behavior support. crisis prevention intervention training has been offered to staff members at Burrell School District. This process for supporting students with challenging behaviors that have not been resolved with classroom and school wide behavior management systems.</p> <p>Additionally, training has been provided around the functional behavior assessment (FBA) process and specifically the Crisis Prevention Intervention model.</p> <p>Special education teachers will receive professional development training in conducting functional behavior assessment and in developing positive behavior support plans. All teachers will receive professional development in the implementation of positive behavior support plans.</p> <p>The District will continue to offer non-violent crisis intervention (CPI) workshops that are designed to assist staff in managing potentially disruptive students including research based methods proven to assist in de-escalating a crisis situation.</p>
Person Responsible	Building Principal, Director of Special Education
Start Date	8/20/2015
End Date	6/1/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	15
Provider	Westmoreland Intermediate Unit- Behavior Specialists
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	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	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. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Paraprofessional

Description	The Burrell School District contracts paraprofessional support through the Westmoreland Intermediate Unit. The Westmoreland Intermediate Unit provides the paraeducators 20 hours of staff development annually per the
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	requirements.
Person Responsible	Westmoreland Intermediate Unit
Start Date	8/20/2015
End Date	6/1/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	3
# of Participants Per Session	7
Provider	Westmoreland Intermediate Unit
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	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	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.
Training Format	Series of Workshops Department Focused Presentation
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	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or

	peers
Evaluation Methods	Group and self-reflection

Reading NCLB #1

Description	Burrell School District has aligned its curriculum to the PA Common Core standards. These standards have placed a emphasis on literacy skills across all curriculum. These efforts will continue in an effort to enhance the practice that address these standards. Students will be instructed in reading utilizing teaching methods that are based on scientific research and proven to provide replicable and applicable results. Student progress in reading will be monitored and only scientifically proven and research based interventions will be utilized in remediating reading skills that fall below expected levels. Decisions regarding small group and individual reading interventions will be made on the basis of objective data that is collected.
Person Responsible	School Principal, Director of Special Education, Intervention Specialist
Start Date	8/20/2015
End Date	6/1/2018
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	10
Provider	Burrell School District - experts
Provider Type	Individual
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>For school or LEA administrators, and other educators seeking leadership roles</p>	<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>Training Format</p>	<p>Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion</p>
<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data Classroom student assessment data</p>

Transition

Description	Special Education teachers will receive continuous training and feedback on IEP writing, compliance, and transition. Representatives of outside agencies that support transition services for special education students are invited (with parent consent) to attend and participate in IEP meetings. Measurable postsecondary goals are based on age-appropriate transition assessments. Measurable annual IEP goals are based on needs identified in present levels that will enable the student to meet postsecondary goals.
Person Responsible	Building Principal, Director of Special Education, Special Education Teachers
Start Date	8/20/2015
End Date	6/1/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	15
Provider	Professional Learning Communities, PaTTAN, Westmoreland Intermediate Unit
Provider Type	PaTTAN
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>
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>

Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists Related Service Personnel Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Review of actual student IEPs
Evaluation Methods	Student IEP reviews

Special Education Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

