

Neshannock Township SD
Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

3834 Mitchell Rd
 New Castle, PA 16105
 (724)658-4793
 Superintendent: Terence Meehan
 Director of Special Education: Staci Norris Blaise Paglia

Planning Committee

Name	Role
Matthew Heasley	Administrator : Professional Education Special Education
Mrs. Alicia Measel	Administrator : Professional Education Special Education
Dr. Terence Meehan	Administrator : Professional Education Special Education
Staci Norris	Administrator : Professional Education Special Education
Luca Passarelli	Administrator : Professional Education Special Education
Kelly Corey	Board Member : Special Education
Halee Sikorski	Elementary School Teacher - Regular Education : Professional Education Special Education
Lesley Herman	Elementary School Teacher - Special Education : Professional Education Special Education
Jen Joy	High School Teacher - Regular Education : Professional Education Special Education
Brigette Scala	High School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Dina Casalandra-Smith	Parent : Professional Education Special Education Schoolwide Plan

Core Foundations

Special Education

Special Education Students

Total students identified: 172

Identification Method

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

Neshannock Township School District will continue to use the predicted achievement method (regression-based discrepancy method) to identify students with specific learning disabilities. When possible, a pattern of strengths and weaknesses discrepancy analysis is also completed to further substantiate the existence of specific learning disabilities.

NTSD uses a comprehensive process in identifying students with a specific learning disability. Prior to referral for evaluation, the progress of all students is monitored by teachers in grade-level teams using curriculum-based assessments and progress monitoring data. If a student is struggling academically or behaviorally, and strategic interventions are needed in the classroom; the student is referred to either the IST (Instructional Support Team) for elementary school students or the SBIT (Student Based Intervention Team) for secondary school students. These team meetings are comprised of the classroom teacher, principal, guidance counselor, parent, Title I teacher(s), and school psychologist. As part of the referral process for this team, the following information is gathered:

- Attendance, report cards and discipline records;
- Medical or clinical information;
- A review of the student's vision and hearing;
- An assessment of the student's functioning in the curriculum including curriculum-based and performance-based assessments (PSSA scores, Iowa test scores, AIMSweb PLUS testing, progress monitoring);
- A systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty;
- Parent information including surveys and concerns;
- Teacher concerns with the student's functioning in the classroom, (i.e., lacks necessary skills, has limited motivation, struggles academically in current class, lacks preparation, lacks organizational skills, has difficulty paying attention during class, has difficulty following oral directions, seeks attention from adults, seeks attention from peers, seeks access to privileges,

awards; seeks sensory stimulation; lacks independent work skills; has difficulty getting along with peers; has difficulty paying attention in class).

At the team meeting, recommendations and an intervention plan are developed based on the results of the screening information. A date is set to meet again (usually within 30 school days, depending on the severity of the concern). At the next meeting, the student's response to the intervention(s) and/or instructional strategies are examined and documented. At this meeting, depending on the progress of the student, the team may decide to continue the present interventions, develop additional interventions, or refer for an evaluation to determine eligibility and need for special education services. Another date is set to re-convene the IST or SBIT if additional interventions are recommended or continued monitoring is recommended.

When a student is referred to the school psychologist for a psycho-educational evaluation, the information that has been collected from the IST or SBIT (i.e., interventions attempted and progress made, curriculum-based assessments, progress monitoring data, attendance data, grades, discipline records, medical information, and developmental history) is included with the referral. The school psychologist observes the student in the classroom and administers individual intellectual and achievement tests (standardized and nationally normed). If needed, tests of memory and visual/auditory processing are also administered. All of this data is then considered in making a determination of eligibility and need for special education services.

Before a diagnosis of specific learning disability is made, the IEP team must also determine that the learning disability is not primarily the result of the any of the following:

1. A visual, hearing or orthopedic disability
2. Intellectual disability
3. Emotional disturbance
4. Cultural factors
5. Environmental or economic disadvantage
6. Limited English proficiency

The IEP team must also ensure that the underachievement in a child suspected of having a specific learning disability is not due to a lack of appropriate instruction in reading or mathematics by considering documentation that:

1. Prior to, or as part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction, **and**
2. Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessments of student progress during instruction, which was provided to the child's parents.

If all the above criteria are met, the IEP team can make the determination that the student has a specific learning disability; and an IEP is written to address the student's needs.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The district enrollment percentages are very close, in most cases, to the state percentages by disability category.

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?

In the future, if any group homes were located within Neshannock School District, the group home administrator would contact the district seeking educational placement. Typically, the contact will be made even before the student is living in Neshannock. As soon as the district is notified of the school age student, the student records are obtained from the home district and are reviewed by the Director of Special Education and the Certified School Psychologist. Appropriate placement is sought based on students individual needs. If necessary, the district will contact Midwestern Intermediate Unit IV or any other necessary parties for support and assistance in locating a placement. Neshannock Township School District is committed to providing FAPE to any eligible student residing in the district. When the district is made aware of a student who is in need of special education or thought to be in need of special education, all I.D.E.A. procedures are followed. The evaluation process would be initiated and an IEP team, if necessary, would be generated, based on the Evaluation report. Typically, the district reviews the type of placement that previously existed for the student; discusses student needs and requests parent/guardian input to determine what would be a comparable setting. The district reevaluates a student if the parties believe needs were not adequately being met in the previous setting, or relies upon a recent evaluation to help define what would be the most appropriate, least restrictive placement. Programming, location of service, related services, and specially-designed instruction would be addressed to ensure the student is receiving FAPE. Least restrictive environment regarding meeting the student's needs through supplementary aids and services is discussed at every IEP Team

meeting at Neshannock.

The District has not encountered any barriers that would limit its obligations under Section 1306 of the Public School Code. We work in all circumstances to find the appropriate placement for all students through ongoing communication.

Incarcerated Students Oversight

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

There are no prisons or locations for incarcerated students located in the Neshannock Township School District. If a facility was located in the district, the district would utilize existing child find procedures and design a system to ensure that a free appropriate public education is available and provided for any student identified and in need of special education services. However, the school district works closely and collaboratively in close communication with the Neshannock Township Police Department.

Upon notification that a student has been incarcerated, the Neshannock Township School District will transmit all special education (i.e., current PTE/PTR, ER/RR, IEP, NOREPs, etc.) records to the facility where the student is incarcerated in order to provide a free and appropriate public education (FAPE). Also, pending the release of a student who has been incarcerated, the Neshannock Township School District will request records from the correctional facility in order to plan and to determine an appropriate educational placement for that student (FAPE) upon the student's return to his/her educational program as provided by the school district. If a disciplinary incident occurs with a special education student that necessitates the local authorities be contacted, the current special education records of the identified special education student are automatically given to the local authorities. Subsequently, the IEP Team is convened and a functional behavior assessment (FBA) is conducted if the student does not have a positive behavior support plan (PBSP). If there is an existing PBSP, the IEP Team shall convene and review the existing PBSP to determine if any revisions are needed to the PBSP or if another FBA is needed to develop a new PBSP.

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 district practices the policy that the least restrictive environment for an individual student is dependent upon the IEP's team determination of what is appropriate for the student. The federal law and PDE favor education with non-disabled peers to the maximum extent appropriate. It is our district's practice that the IEP team will recommend the extent to which a student with a disability should be mainstreamed based on his/her individual needs. Our district uses a variety of supplementary aids and services to ensure maximum integration. Our district is committed to offering programs and services to meet the needs of students either within Neshannock schools, in neighboring school districts, private schools, or through programs operated by the Midwestern Intermediate Unit IV. Children who have a need for specially-designed instruction are usually able to receive that instruction in our home school district. The district is also committed to providing program options specific to students with more intensive needs including those whose needs can only be met outside the boundaries and programs of this district. The following supplementary aids and services are considered in an effort to best meet the students needs in the least restrictive environment: environmental/physical accommodations/modifications:

- preferential seating
- altering physical arrangement of classroom
- reducing distractions
- providing quiet corner/room
- providing sensory room
- modifying equipment
- adapting writing utensils
- allowing the use of the study carrel

In all settings within Neshannock Township School District classrooms, students are provided with opportunities throughout the school day to interact with non-disabled peers. They share common lunchtimes, special classes, recess, special programs, field trips, and content area subjects as determined by students' needs. Both special and general education teachers work in collaboration to make appropriate decisions on behalf of students with special needs. The District makes every attempt to provide special education students with supports that enable them to be successful in the general education setting and curriculum.

The IEP team, with parents, makes placement decisions including the full range of services to help each child to be as successful and independent as possible.

Our district attends Early Intervention transition meetings to explain our school-aged programs,

testing, and range of services to ensure maximum integration into our full-day Kindergarten program. Our district implemented a full-day Kindergarten Program during the 2015-16 FY. In addition to instruction in the general education curriculum, the program provides speech and language/communication support for all Kindergarten students. All Kindergarten students receive articulation, pragmatic language, and communication instruction weekly in their classrooms. By incorporating these techniques on a weekly basis in classrooms, generalization and carryover of learned skills is facilitated. The speech pathologists have opportunities to recognize the unique skills and abilities of each child to help build those early learning literacy and numeracy skills while enriching their language and phonics skills.

Our district uses AIMSweb PLUS benchmark tests for all Kindergarten, first, second, and third grade students. The benchmark tests are given in the fall, winter, and spring. Data is collected and reported during parent conferences and Title I parent meetings. For students with IEPs, annual goals are created and progress monitor reports are provided to parents four times a year.

New for Junior High IEP students, for whom the IEP team has determined may need a slower paced mathematics curriculum, the Pre-Algebra course is taught in two years in the learning support classroom by a highly qualified special education teacher. In ninth and tenth grade, IEP students are taught Algebra, part A and B in the regular education classroom with SDI and supplementary aides and services in place. The trigger year for the Keystone Algebra exam is tenth grade rather than ninth grade which is a typical sequence for our high school students.

A Financial Literacy course was approved for students in grades 11 and 12 beginning the 2015-2016 school year. The co-teaching model is used to provide instruction to students. This course teaches students to understand and develop skills necessary to manage their own finances. Topics include: career decisions, money management, budgets, investments, credit management, and consumer rights and responsibilities. It is designed to be either a math credit or an elective credit for any student.

Teachers use collaborative teaching practices to support all learners, particularly those with learning disabilities receiving the general education curriculum. The teachers use a variety of teaching approaches including small, large and cooperative learning groups.

A child study (IST) team at the elementary school and a (SBIT) at the high school has been established as part of the pre-referral intervention process. The team consists of principals, a guidance counselor, regular education teachers, reading specialists, school psychologist (when needed), special education staff (when needed), and speech and language teachers (when needed). Parents are also part of this process and are strongly encouraged to participate in all phases of the child study team process. The child study team assists teachers and parents with supporting students who are experiencing academic, behavioral, medical, emotional, and social skills difficulties.

The District currently hosts a full-time Multi-Handicapped Classroom at the High School. The program is operated by the Midwestern Intermediate Unit IV. Students are mainstreamed for lunch, special programs, practical arts classes, and physical education. High school students act as student assistants in the classroom and throughout the building.

Our district employs 18 full-time para professionals to provide academic, personal care, and transport assistance for students. The recommendation for the need and the amount of time needed for a para professional in the general education curriculum is determined on an individual basis by the IEP team. The para professionals receive professional development training throughout the year.

Training opportunities are provided by the district, PATTAN, Midwestern Intermediate Unit IV, and local agencies. The para professional staff receives annual safety mechanics training.

Our district has been consistent over the last five (5) years for Indicator 5, Educational Environments, demonstrating that over 71.6%(SY2013-14) of our special education students spend 80% or more of their time inside the regular class. We also have been able to meet the SPP target for Special Education inside Regular Class <40% and Special Education in other settings.

We offer a variety of assistance to students in the form of **supplementary aides and services** that include: collaboration - adults working together to support students; weekly consultation sheets; CBI instructors and community partners; district webpage, Edline, data analysis teams; Security Officers in both school buildings, 2 school nurses, adaptations to the physical environment such as ADHD desks, supports to desks and chairs, FM systems, low and high level Assistive Technologies, yearly bus driver and bus aide trainings, Lunch Bunch activities, our Student Assistance Program, and specialized transportation with para professional and nursing services and supports. Throughout the curriculum, supplementary aides and services such as: modified goals and tests, graph paper, books on tape, pre-teaching and re-teaching opportunities, para-professional support, changing methods of presentation, the "Big Ideas and Needs to Know Lists,' study guides emailed to parents, picture schedules, checking planners daily, parents signing planners, homework checks, ninth period homework support, and making sure students know when there is a change in routine.

The Directors of Special Education, special education, and regular education teachers attend ISPT meetings and provide written reports to outside agencies.

We offer Dual Enrollment for students. Students can attend classes at local institutions while enrolled in our high school. They receive credit for approved classes. A student with a disability may be dually enrolled in order to receive services from our district.

We offer a resource room designated as a test taking room so that students with IEPs can take tests in a location without disruption and get support as needed.

Self-advocacy is a focus for all of our students.

At the mid point of each grading period, if a student with an IEP has a grade that falls below 65% the teacher of record must contact the parents/guardian weekly and log it in IEP Writer until the grade increases to 70% or higher. The IEP team reconvenes to evaluate progress and make recommendations for Specially Designed Instruction or instructional strategies.

Small numbers of students with the same learning challenges are grouped within the regular classroom and given targeted help from a para professional.

Real life experiences related to job skills are incorporated through Community-Based Vocational Training as well as through activities within the school setting.

Smaller buses are available for students who struggle with the noise and dynamics of a larger school bus.

Students who struggle with the noise and crowd of cafeteria lines arrive early to avoid sensory overload.

Our district partners with local colleges and universities to allow student teachers to work in our regular and special education classrooms.

We are creative and watch for new data-driven strategies, materials, and resources that can be used to help our students succeed.

We assess and understand our students' needs in terms of learning style: how they learn, (visually, auditorally, kinesthetically). Do they need to move or are they easily distracted?

We understand that part of intelligence is natural curiosity.

We assess students both formally and informally, understanding their strengths as well as their needs.

Our special education staff knows the general curriculum well enough to adapt it to the ability of our students.

District implemented co-teaching in all academics K-12 to provide opportunities for students to receive their education with general education peers. In the co-teaching model, general education teachers pair up with a special education teacher or aide to provide appropriate levels of support to meet students needs. The best continues to explore options for maintaining student placement in the general education setting and continues to provide instruction to all staff on how to effectively utilize best instructional practices to meet the variety of student needs. Twenty-three students are placed outside of Neshannock. Our goal is to always provide a setting where a student is capable of school experiences with the general education peers while maximizing their academic potential. Special classes or separate schools are utilized only when the nature or severity of the student's disability, even with supplementary aids and services, cannot be achieved. This is determined through team meetings which evaluate what programs provide and determine how each program meets the students' needs. Consideration with medical staff, individual based assessments, classroom based assessments, FBA's, and input from Behavioral Health when appropriate, all help the team make the decision.

Neshannock Township School District was able to provide FAPE for 2 handicapped students who would have otherwise been placed in outside programs. This was made possible through the addition of two licensed practical nurses (LPN's) as one on one paraprofessionals.

Instructional modifications:

- Teaching to learning style
- Modifying materials
- Providing resource room instruction
- Providing one-on-one instruction
- Varying method of instruction
- Varying content of lesson
- Providing alternative assignments
- Providing extra visual and verbal cues and prompts
- Providing study sheets
- Conducting as assistive technology evaluation
- Providing augmentative communication devices

- Allowing use of computer and calculator
- Providing audiobooks
- Providing textbooks for at home use
- Providing notetaker or teacher outlines, study guides
- Modifying workload or length of assignments/tests
- Modifying time demands
- Allowing additional time for assignments and tests
- Allowing answers to be dictated
- Providing word banks
- Providing hand-on activities
- Providing highlighted materials
- Allowing use of manipulatives
- Giving no penalty for spelling errors, sloppy handwriting
- Providing adapted physical education
- Following routine or schedule
- Alternate quiet and active time
- Teach management skills
- Assign specific tasks within specific time period

Social/behavioral interventions/supports

- Providing immediate feedback
- Allowing rest breaks
- Conducting functional behavioral analysis
- Implementing behavioral intervention strategies
- Implementing behavior modification plan
- Developing crisis intervention plan
- Using varied reinforcement system
- Providing circle of friends

- Provide peer buddies
- Provide counseling
- Providing verbal and visual cues regarding transition
- Providing verbal and visual cues regarding directions or staying on task
- Providing study skill instruction
- Providing management skills instruction
- Providing visual daily schedule
- Adjusting assignment timelines
- Providing checklists
- Giving notice, warning before change in activities
- Allowing daily check-in with case manager of special education teacher

Staff supports/collaboration:

- Enhanced staffing
- Providing one-on-one aide
- Instituting Co-Teaching arrangement
- Designating adult staff members to listen and provide support
- Providing small group instruction
- Using cooperative learning groups
- Providing staff development

Testing Accommodations:

- Allowing answers to be dictated
- Allowing frequent rest breaks
- Allowing additional time
- Allowing oral testing
- Extended time on tests
- Giving choice of test (multiple-choice, essay, true-false)
- Accepting short answers

- Allowing open book or open note tests
- Shortening test
- Reading test to student
- Providing study guide prior to test
- Highlighting key directions
- Giving test in alternative site

Movement to a more restrictive setting outside of general education would be determined in the general education setting. Decisions for placement will be made based solely upon the educational needs of the individual student. Unless the IEP dictates otherwise, students participate in the general education curriculum with supports as needed. The physical learning environment, the peer setting which a student encounters, the student's daily schedule and any factor that may be impeding the student is considered in order to foster a most successful school setting.

Whenever a student is placed into a program outside of the general education setting, within or outside of the home school building or district, the IEP team will consider opportunities for the student to participate in appropriate programs, activities, (curriculum and extra curricular) and inclusionary setting is appropriate.

Behavior Support Services

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

Children exhibit various forms of behavior while in and around school. No behavior in and of itself is a problem. So too, social issues play a key role in school, from elementary-age children all the way through high school. Because of the social interactions of children, behavior problems can occur between children or groups of children. Behaviors tend to arise at different places throughout a school; and even during different times of the day. Behaviors become problematic when they interrupt educational processes, reduce educational experiences for students, or involve safety or injury.

The Neshannock Township Board of School Directors adopted a revised Behavior Management/Positive Behavior Support Plan 113.2 on November 11, 2010. The policy ensures that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. At all times, the least restrictive, most positive method is used first to address all

behaviors. All interventions are predicted upon clear, direct, specific, and concrete communications. The communication pattern is based upon interaction between school, student, and family. Classroom management traditionally has been associated with discipline control, or other terms that cannot be reducing unacceptable student behavior. Management is commonly viewed as the prerequisite to instruction, something that must be accomplished so that teaching can occur. Successful classroom management involves not merely responding effectively when problems occur, but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Comprehensive classroom management incorporates both proactive planning for an encouragement for a productive behavior as well as reactive responding to unproductive student behavior. Proactive management technique, methods, and behavior-change interventions will have limited long term effectiveness. Research evidence has revealed that engaging students at their instructional level will decrease negative behavior. Proactive classrooms of behavioral control strategies will be maximized when used in conjunction with preventative methods. Without proper management activities involve the establishment and maintenance of a productive learning environment that fosters high levels of student engagement and prevention of student disruptions. The effective Recommendations for revision to Policy 113.2 will be made through the Policy Committee of the Neshannock Township Board of Directors when appropriate. Another program initiated at Neshannock is the RED program. It is a Schoolwide Positive Behavior Interventions and Supports (SWPBIS) program that teaches students appropriate behaviors in all settings and recognizes students when they display appropriate behavior. It is for grades 6-8 and the focus of SWPBIS is about teaching students what to do instead of what not to do.

The District collaborates with the MIU-IV staff for behavioral support services, PATTAN, and local outside agencies on an as needed basis to provide professional development opportunities and technical assistance. The staff who have students that have the use of Safety Mechanics in their positive behavior support plan plus all special education teachers and para professionals receive annual Safety Mechanics Training including deescalations techniques. We are continue to train a cohort of teachers for both buildings to be used as Intervention Specialists in the future.

The Neshannock District employs three full-time guidance counselors, one school psychologist, and one school-based liaison from the Lawrence County Department of Human Services Office of Behavioral/Mental Health. We also have a Student Assistance Program to help identify students at risk. In addition, the district employs two full-time School Resource Officers, former PA State Police Officers, who assist with safety, bullying awareness, and overall crime prevention. The school district has a collaborative relationship with the Local Police Force.

All interventions are predicated upon clear, direct, specific, concrete communications. The communication pattern is based upon interactions between family, school, student, and family. Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children must be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. The authority to which the IEP Team makes decisions is based upon:

- Behavior supports programs that research-based practices and techniques to develop and maintains skills that will enhance a student's opportunity for learning and self-fulfillment.

- Behavior support programs and plans that are based on a functional assessment of behavior and utilize positive behavior techniques.
- When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child are the least intrusive necessary.
- Such plans that include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Any eligible student or eligible young child who exhibits behavior problems which interfere with the student's or eligible young child's ability to learn must have a program of positive behavior support. This positive behavior support plan will be included in the Individualized Education Program (IEP). The Positive behavior support plan is a plan for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning.

This behavior management policy represents a three (3) tier hierarchal model based upon the best practices sited in the current professional literature. The policy also presents an array of models from which to choose depending upon staff training and type of behaviors which require attention. The three (3) levels of intervention are:

Level I School-wide Positive Behavior Support and good classroom management strategies. Level I does not require a behavior management program attached to the IEP.

Level II Specific interventions designed for individual students. Level II requires a positive behavior support program attachment to the IEP.

Level III Very restrictive interventions which can only be considered after Level III interventions are determined ineffective. Level III interventions require the IEP team to reconvene.

Aversive techniques may not be used as a substitute for a behavior management program. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

The three levels of interventions are guided by:

<u>Level I Models</u>	<u>Strategies Emphasized</u>
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Proactive Classroom Management	-Effective teaching practices
	-Frequent monitoring
	-Clear rules and procedures
	-Social praise
Prosocial Behavior	-Systematic reinforcement
	-Modeling prosocial behavior
	-Verbal instruction

Social Problem-Solving	-Role playing -Classroom discussions of real life dilemmas
	-Role-playing -Student participation in decision-making -Alternative thinking -Means-ends thinking -Self-instruction training
Affective and Communication	-Values clarification activities -Active listening -Communication skills training

Level II Models

The twin goals of behavioral intervention are:

1. Increase appropriate or adaptive behavior.
2. Decrease inappropriate or maladaptive behavior.

The underlying assumption of any behavioral intervention is that students' behavioral problems represent either deficits in adaptive behavior or excesses in behavior that prove maladaptive in the student's environment. If a student is unable to carry out a required task or behavior because of deficits in prerequisite skills, the task of instruction may be to develop the lacking skills. In contrast, a student may be capable of performing a target skill or behavior but may for some reason not demonstrate the skill at a level commensurate with ability. In addition to basic acquisition or performance deficits, consideration must be given to other potential interfering behaviors.

Functional behavioral assessments are conducted at this level, and positive behavioral support plans are implemented. These may be conducted and implemented by the classroom teacher, guidance counselor, school psychologist, or MIU4 TAC Team. The Model includes: Behavior Modification, Reality Training, Social Skills Training, Aggression Replacement Training, Parental Replacement Training, and Cognitive Behavior Training along with Home-School Collaboration.

Level III Models

Level III interventions are formal behavior programs which are restrictive in nature and may modify the student's rights during implementation. They specifically focus on restraining strategies and are considered more intrusive to personal freedom than either Level I or Level II interventions.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The use of restraints to control the aggressive behavior of an individual student or eligible young child must cause

- The school entity to notify the parent of the use of the restraint
- A meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting.

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- At this meeting, the IEP team must consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

School entities must maintain and report data on the use of restraints as prescribed by the Secretary. The report must be reviewed during cyclical compliance monitoring conducted by the Department.

- School entities have the primary responsibility for ensuring that positive behavior support
- The training of personnel for the use of specific procedures, methods and techniques
- Having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedure
- In accordance with their plans, agencies may convene a review, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints.

Subsequent to a referral to law enforcement for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan must be completed.

Also in place is the Code of Conduct:

LEVELS OF OFFENSE

This section lists four levels of misconduct. Level I being minor misbehaviors progressing to Level IV which are very serious offenses, usually resulting in full suspension or expulsion. The examples are just that, examples. It is impossible to list every possible problem that might arise during the school year. STUDENTS REPORTED FOR REPEATED OFFENSES WILL BE SUBJECT TO ESCALATING LEVELS OF DISCIPLINE.

LEVEL I

Level I offenses are usually handled by a teacher and may require the intervention of an administrator. Examples include, but are not limited to:

- Horseplay
- General insubordination
- Tardiness
- Infraction of "Student Valuables" Policy
- Abuse of hallway passes
- Infraction of Study Hall Rules
- Misbehavior towards substitute/ regular teacher

- Classroom disturbance
- Running, yelling, boisterous behavior in hall, classrooms
- Electronic device possession

Disciplinary options include, but are not limited to:

- Verbal reprimand
- Withdrawal of privileges
- Special assignment
- Counseling
- Strictly supervised study
- Detention
- Parent conference
- Other disciplinary measure deemed necessary by the building principal

LEVEL II

Level II offenses are usually handled by administrative personnel.

Examples include, but are not limited to:

- Repeated Level I offenses
- Disrespect towards peers/staff
- Profanity/abusive language
- Defacing/destruction of property
- Leaving building without permission
- Misbehavior at extra-curricular/athletic activities
- Infraction of driving policy
- Infraction of cafeteria policy
- Infraction of student appearance policy
- Public display of affection
- Cheating/plagiarism
- Misbehavior on the school bus
- Forgery

- Projectiles (throwing of objects)
- Failure to serve detention

Disciplinary options include, but are not limited to:

- Withdrawal of privileges
- Special assignments
- Counseling
- Strictly supervised study
- Detention
- One to three days suspension
- Referral to outside agencies
- Saturday morning detention
- Detention restriction list
- Other disciplinary measure deemed necessary by the building principal

LEVEL III

Level III offenses always require the intervention of school administrators.

Examples include, but are not limited to:

- Repeated Level I, II offenses
- Possession and/or use of tobacco products
- Fighting
- Serious disrespect/harassment towards peers or school staff
- Serious defacing/destruction of property
- Serious insubordination
- Absenteeism/truancy from class/school
- Leaving school grounds without permission
- Stealing
- Inappropriate behavior on bus
- Gambling
- Abuse of Internet policy

Disciplinary options include, but are not limited to:

- Removal from class
- Detention
- One to five days suspension
- Referral to outside agencies
- Suspension from extra-curricular events
- Suspension from bus
- Charges filed
- Saturday morning detention
- Disorderly conduct charges filed
- Other disciplinary measure deemed necessary by the building principal
- Contacting of local law enforcement officials

LEVEL IV

Level IV offenses require the intervention of school administrators and may require the involvement of outside law enforcement agencies and the Neshannock Township School Board of Directors. Level IV offenses are acts which result in violence to another person or property or acts which pose a threat to the health, safety, and welfare of others in school.

Examples include, but are not limited to:

- Repeated Level I, II, III offenses
- Possession of, attempted use of, or use of a dangerous weapon
- Possession of, using, and/or distribution of a controlled and/or illegal substance
- Bomb threats
- Violation of any federal, state or local statute, ordinance rule or regulation
- Unauthorized use of fire alarms
- Unauthorized use of fire extinguishers
- Arson
- Assault
- Abuse of Internet Policy
- Verbal/written threats

Disciplinary options include, but are not limited to:

- Five to ten days suspension
- Recommendation of expulsion hearing before school board
- Disorderly conduct charges filed
- Contacting of local law enforcement officials
- Other disciplinary measure deemed necessary by the building principal

Emergency Procedures

Emergency procedures for behavior that presents a clear and present danger to the student or others may be delineated on the IEP. These emergency procedures may include such activities as:

1. Parent contact to immediately remove student from school.
2. Notifying police.
3. Notifying mental health.
4. Calling emergency services and ambulance.

Each building should have a written administrative procedure to handle emergencies.

Building level administrators and the special education administrator regularly discuss student behavior as related to their disability in order to provide appropriate support to students. This will be done to ensure the students are not receiving punitive consequences for behaviors that are a manifestation of their disability. In addition, the director of Special Education, principals, and school psychologist will work to keep teachers informed of the approaches available to support students with behaviorally based needs. Grade level teams and/or individual teachers are pulled together to discuss particular students as necessary. The school psychologist may conduct FBA's or provide insights from a series of general observations. The team works together accordingly to develop a plan of approach for each student's individual needs in an appropriate manner. If, and when it is necessary to seek further assistance, the district will utilize the support from MIU4, PaTTan, or other outside agencies who can support the student and the community.

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 Neshannock Township School District has been fortunate in being able to ensure FAPE for any disability category in the last several years, as our partnership with surrounding school districts and the MIU4.... We are provided with a range of placement options when we cannot provide FAPE within our district setting. From the onset as a students instruction, the district partners with MIU4 to provide a seamless transition from early intervention to school age programming. Our district attends Early Intervention transition meetings to explain our school-aged programs, testing, and range of services to ensure maximum integration into our Kindergarten program. With parental permission the Director of Special Education attends the IEP meetings of students in Early Intervention in the students final year of preschool. In addition, our district hosts a meeting, "Transition to Kindergarten" for all parents from the early intervention programs. The following information was presented and discussed with the parents: (LIST)

Presently, all students with identified disabilities are placed in appropriate settings as determined by the IEP team. The district consistently strives to meet each child's needs while ensuring Least Restrictive Environment. The district partners with MIU4 and other school districts to provide a variety of placement options for students with low incidence disabilities. Our district is committed to offering programs and services to meet the needs of students either within Neshannock schools, in neighboring school districts, or through programs operated by the Midwestern Intermediate Unit IV. The district is committed to providing program options specific to students with more intensive needs including those whose needs can only be met outside the boundaries and programs of this district.

When the District is unable to provide or secure an appropriate setting for an identified student, the District immediately contacts the Intermediate Unit for resources, as well as, informs the interagency coordinator, and seeks to schedule a CASSP meeting as soon as possible when necessary. The District continues to rely on collaboration and resources between and among the local area school districts in Lawrence County to help provide the continuum of services and supports.

The Neshannock Township School District works with many of the Lawrence and Mercer County Service Organizations and Agencies (Sharon Regional Health System, Cray Challenges, Lawrence County Office of Vocational Rehabilitation, Children and Youth Services, approved private schools, etc.) to assist in providing the supports and services our students may need. If needed, the District will also support and facilitate parents getting connected with the necessary outside agencies to help support the social, emotional, and/or behavioral growth of their child.

If a student is involved with a local community mental/behavioral health agency, the District will initiate contact after the parent has provided consent by signing a release of records permitting verbal sharing of information for purposes of educational programming. The District IEP Teams work collaboratively with these agencies by inviting these representatives when necessary to IEP Team meetings provided there is parent permission. Also, if necessary, representatives of these mental health agencies are permitted to come and work with students in the school setting such as a Therapeutic Staff Support. There are procedures set forth in the District to permit these individuals into the school environment to observe and work with the identified student provided they have the

required documentation such as up-to-date clearances. Also, these individuals are required to sign a form indicating they will maintain privacy and confidentiality of the students. Procedures and expectations are reviewed with these individuals from outside agencies since they will be on the Neshannock Township campus.

In all settings within Neshannock Township School District classrooms, students are provided with opportunities throughout the school day to interact with non-disabled peers. They share common lunchtimes, special classes, recess, special programs, field trips, and content area subjects as determined by students' needs. Both special and general education teachers work in collaboration to make appropriate decisions on behalf of students with special needs. The District makes every attempt to provide special education students with supports that enable them to be successful in the general education setting and curriculum.

The IEP team, with parents, makes placement decisions including the full range of services to help each child to be as successful and independent as possible.

Additionally, the District will report to PDE all students with disabilities who are on homebound instruction or who have instruction conducted in the home on the appropriate required forms on the PDE website. The district received approval to offer a halftime lifeskills program for the 2019-2020 school year. In the future, we will hopefully seek approval to increase this program to full time if the need arises.

We continue to use Child Find activities to ensure that all students who may need special education services are provided FAPE in the nonpublic schools. Our school psychologist tests for a full range of learning and psycho-educational development issues. She makes recommendations for further assistance based on test results.

Our district has been consistent over the last 4 years for Indicator 5, Educational Environments, demonstrating that nearly 66% of our special education students spend 80% or more of their time inside the regular class. We also have been able to meet the SPP target for Special Education inside Regular Class <40% and Special Education in other settings. For environments in less than 40% of time in the regular class or in outside placements, our district comparatively is well below the state data.

Indicator 5: Educational Environments (Ages 6 -21)

	2015-2016	2016-2017	2017-2018	2018-2019
Neshannock	68.9	71.3	64.3	59.1
SPP Target	61.8	62.4	62	61.5

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
Wilmington Junior Senior High School	Neighboring School Districts	Multiple Disabilities Support	1
Lawrence County Career and Technical Center	Neighboring School Districts	Learning Support	7
Laurel Elementary School	Neighboring School Districts	Life Skills Support	1
The Education Center at Watson Institute	Approved Private Schools	This facility offers life skills support, autistic support, multiple disabilities support along with OT, PT, AT, speech and language support, social worker services/psychological counseling, medical/nursing services, community based instruction, as well as transition services	3
In-Home Instruction	Instruction in the Home	Life Skills Support	1
Glade Run Lutheran Academy	Other	Emotional Support	1
Laurel High School	Neighboring School Districts	Life Skills Support	1
UPMC Jameson Project Search	Other	Life Skills Support - Project SEARCH is a one year, high school transition program which provides internships and education leading to employment for students with disabilities. The program takes place at UPMC Jameson in New Castle, PA. Project SEARCH serves as a workforce training program for students in their last year of high school.	1
Shenango High School	Neighboring School Districts	Emotional Support	1
Midwestern	Neighboring School	Multiple Disabilities	1

Intermediate Unit IV @ Wilmington High School	Districts	Support	
Cray Education Center	Approved Private Schools	Emotional Support	3
Beaver Valley Intermediate Unit 27 New Horizon Program	Neighboring School Districts	Emotional Support	1
New Castle Area School District - Pinnacle Program	Neighboring School Districts	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class and Position

Implementation Date: July 1, 2016

Reason for the proposed change: Update to the profile after cyclical monitoring and new students beginning August, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	13 to 21	5	1
Justification: The age variance is due to the building configuration. It is a junior/senior high school. Students in the MDS class are in grades 7 to 12 which can make their chronological ages range from 12 to 21. One student is in 7th grade. Waivers have been signed.				
Locations:				
Neshannock Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: June 1, 2020

Reason for the proposed change: Special Education Plan Cyclical Revision

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	12	0.84
Locations:				
Neshannock Memorial Elementary School LL	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	2	0.16
Locations:				
Neshannock Memorial Elementary LL	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* June 1, 2020*Reason for the proposed change:* Cyclical Revision to the Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	9	0.85
Locations:				
Neshannock Memorial Elementary School LH	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	7	0.15
Locations:				
Neshannock Memorial Elementary School LH	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* June 1, 2020*Reason for the proposed change:* Cyclical Review of the Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 7	11	0.85
Locations:				
Neshannock Memorial Elementary School CD	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 11	4	0.1
Locations:				
Neshannock Memorial Elementary School CD	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: June 1, 2020

Reason for the proposed change: Cyclical Review of the Special Education Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 8	21	0.9
Locations:				
Neshannock Junior Senior High School CS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 10	4	0.1
Locations:				
Neshannock Memorial Elementary CS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: June 1, 2020

Reason for the proposed change: Cyclical Review of the Special Education Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	16	0.35
Locations:				
Neshannock Junior Senior High School MN	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	8	0.65
Locations:				
Neshannock Junior Senior High School MN	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: June 1, 2020

Reason for the proposed change: This teacher teaches 7th and 8th grade. Neshannock continues to provide reading and Language Arts as separate courses in those grade levels. This increases the amount of special education time for those students who are

determined to need direct instruction for both courses. Ten of 14 itinerant students are in regular education for 90-100% of the day.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	8	0.15
Locations:				
Neshannock Junior Senior High School JC	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	17	0.85
Justification: Students at Neshannock Junior Senior High School have reading and English in grades 7 and 8. IEP teams determine the amount of special education time necessary for each student. Beginning in 9th grade, reading is no longer taught. The amount of special education time is reduced. NOREPS are discussed and offered at IEP meetings to indicate the reduced amount of special education time.				
Locations:				
Neshannock Junior Senior High School JC	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: June 1, 2020

Reason for the proposed change: Cyclical Review for the Special Education Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	4	0.4
Locations:				
Neshannock Memorial Elementary School BS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	5	0.2
Locations:				
Neshannock Junior Senior High School BS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	2	0.2
Locations:				
Neshannock Junior Senior High School BS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 14	1	0.2
Locations:				

Neshannock Junior Senior High School BS	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 1, 2019

Reason for the proposed change: IEP teams determine the amount/level of support necessary for each student. Supplementary aides and supports are provided including individual and classroom aides. Waivers and NOREPS are discussed and signed.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 5	2	0.5
Justification: IEP teams have determined the level of support necessary for students in this program. Waivers are agreed and signed. Supplementary aides and supports are provided including classroom and individual aides.				
Locations:				
Neshannock Memorial Elementary School ST	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	4	0.5
Justification: IEP teams have determined the level of support necessary for students in this program. Waivers are agreed and signed. Supplementary aides and supports are provided including classroom and individual aides.				
Locations:				
Neshannock Memorial Elementary School ST	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018

Explain any unchecked boxes for facilities questions: This Intermediate Unit itinerant program is provided in both the regular education setting as well as in a designated room for instruction.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 7	2	0.05
Locations:				
Neshannock Memorial Elementary TT	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 11	1	0.01
Locations:				
Neshannock Memorial Elementary School TT	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 26, 2019

Reason for the proposed change: Cyclical Revision for the Special Education Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 7	1	0.1
Locations:				
Neshannock Memorial Elementary JF	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 6	1	0.1
Locations:				
Neshannock Memorial Elementary JF	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	2	0.1
Locations:				
Neshannock Junior Senior High School JF	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	6	0.2
Locations:				
Neshannock Junior Senior High School JF	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.1
Locations:				
Neshannock Memorial Elementary JF	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 10	2	0.4
Locations:				
Neshannock Memorial Elementary JF	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services	Central Office	1
Psychologist	Neshannock Township School District	1
Para Professional	Neshannock Township School District	19
School Nurse	Neshannock Memorial Elementary	1
Special Education Secretary	Neshannock Township School District	1
School Nurse	Neshannock Junior Senior High School	1
Licensed Practical Nurse	Elementary School	1
Licensed Practical Nurse	High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Intermediate Unit	2 Hours
Occupational Therapy	Intermediate Unit	2 Hours
Community Based Vocational Training	Intermediate Unit	2 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<p>The Neshannock Township School District will provide training to build a greater understanding of Autism and to provide opportunities for staff to learn a variety of best practices and skill levels to help support our students with Autism. The quality of teaching of pupils with autism is improving across all educational sectors. Evidence of the quality of teaching will be indicated by improved progress on students' IEP goals and/or annual survey completed by the staff.</p> <p>Staff development opportunities in the area of autism will continue to be provided to staff from the Neshannock Township School District. Staff members will be provided with presentation materials, resources, and handouts from the presentations. Staff are also required to sign an attendance sheet indicating that they attended the presentation.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	100
Provider	MIU4, PaTTan, District Staff, Community Agencies
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Staff will have the opportunity to gain knowledge and an understanding regarding behavioral and academic intervention strategies, and resources will be available to support students diagnosed with autism.
Research & Best Practices Base	Staff will be provided with evidenced and researched based interventions and instructional strategies to assist students diagnosed with autism.

<p>For classroom teachers, school counselors and education specialists</p>	<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>
<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>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Podcast Professional Learning Communities Offsite Conferences</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)</p>

	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of written reports summarizing instructional activity

Behavior Support

Description	Staff will continue to receive training in the area of positive behavioral supports throughout the duration of this special education plan. Trainings/workshops will be documented and staff will sign attendance forms to indicate their participation in these presentations. Staff will also be provided with access to materials, resources, and handouts as they relate to positive behavior support within the school setting.
Person Responsible	Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	2
# of Participants Per Session	30
Provider	MIU4
Provider Type	IU
PDE Approved	No

Knowledge Gain	We recognize there are students that may need physical intervention to prevent injury to themselves or others. Without proper training, both staff and student can be harmed when ineffective techniques are used. Please note that it continues to be our policy that physical intervention is to be used only as a last resort. We acknowledge that we can prevent behaviors by determining, controlling and removing the source of frustration and/or anger by redirecting or providing programmed alternatives. When planned management doesn't work or when the behaviors are may cause harm, a Safety Control Zone should be established and Safety Mechanics is allowable. If physical intervention is used, the supervisor should be notified as soon as possible. Written documentation is required.
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>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	School Whole Group Presentation
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>

Follow-up Activities	Continue annual training for Core Team, establish procedures for implementation.
Evaluation Methods	Checklists, Sign-In Sheets, Written Procedures

Paraprofessional

Description	Neshannock Township School District has 19 special education para professionals in grades K-12 to serve as supports to students with disabilities in both regular and special education settings All of the NTSD para professionals and special education teachers are considered "highly qualified". All special education para professionals are also certified annually in First Aid and CPR. All para professionals also from the time they are hired have two years to complete their PDE Paraeducator Competency Credential if their two-year or four-year degree is not in the field of education. By completing the 10 online special education modules specific for special education paraeducators provided by PaTTAN, they are exposed to special education terminology, confidentiality, understanding various disabilities, academic and behavioral strategies, etc. The district provides at least 20 hours of professional development each year. Documentation of a minimum of 20 hours completed yearly for the next 3 school years will indicate completion the requirement.
Person Responsible	Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	7
# of Participants Per Session	13
Provider	Neshannock Township School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Topics pertaining to the Paraprofessional Competency Goals.
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	<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> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Podcast</p> <p>Online-Synchronous</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	Paraprofessional
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>Analysis of student work, with administrator and/or peers</p> <p>Journaling and reflecting</p>
Evaluation Methods	<p>Participant survey</p> <p>Portfolio</p>

Reading

<p>Description</p>	<p>The Neshannock Township School District is committed in its efforts to continue to raise PSSA Reading scores annually while at the same time addressing the needs of individual learners. The district has completed an ELA curriculum review. Some of the strengths include: Benchmark testing (AIMSweb), continued monitoring of student achievement, standards based curriculum, high level of expectation, continuity of curriculum, phonics and vocabulary instruction, multi modality presentation of skills. Some areas of concern include: strategies for differentiated instruction, using data to drive instruction, and strategies for teaching higher level critical thinking skills.</p> <p>For the next three academic school years, the focus of staff development as it relates to reading will include analyzing and implementing the Pennsylvania Common Core ELA Standards.</p> <p>The Neshannock Township School District has provided the following professional development opportunities in the past 4 years:</p> <p>University of Pittsburgh Professors "Reading Academy Focus Group"</p> <p>Data Analysis Groups</p> <p>21st Century Learning</p> <p>John Collins Writing Program</p> <p>Common Core Reading Standards</p> <p>SLOs across the Grades and Curriculum</p> <p>Depth of Knowledge</p> <p>What is Curriculum Mapping (OnHands School)</p> <p>PVAAS Training</p> <p>Progress Monitoring</p>
<p>Person Responsible</p>	<p>Administration</p>
<p>Start Date</p>	<p>7/1/2020</p>
<p>End Date</p>	<p>6/30/2023</p>

Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology
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Professional Development Details

Hours Per Session	3.0
# of Sessions	12
# of Participants Per Session	100
Provider	MIU4, District, PaTTAN, EdInsight, Professors from Duquesne University
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	<p>One of the most persistent findings in reading research is that the extent of students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success. Research has shown that no single method is sufficient for optimal vocabulary; therefore effective instruction must use a variety of methods to help students acquire new words and increase their depth of their word knowledge over time. The Neshannock Township School District will continue to provide opportunities and resources for staff to gain knowledge of a variety of methods for teaching reading strategies including incidental and intentional word learning.</p> <p>We find in our Language Arts classrooms that some students need extra instruction for different concepts throughout the year. We continue to gain knowledge and understanding of incorporating interclass group instruction. This will be implemented on a needs assessment basis and not meant to be an ongoing "leveled" or "homogeneous" grouped classroom.</p>
Research & Best Practices Base	<p>The Neshannock Township School District will receive professional development to assure that students are taught from teachers who use a variety of instructional methodologies, assessments, philosophies, styles, and practices. We understand that students of this century will read and write more than they have ever in the past. We will continue to research and provide best practices to provide the advances levels of literacy students will need to perform their jobs, run their households, act as citizens, and conduct their personal lives. Students will need literacy to cope with the flood of information they will find everywhere in their lives. In our complex world, the ability to read is crucial. Continual reading instruction beyond the early grades is essential. For this reason the district</p>

	will continue to teach reading in grades K-8.
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>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	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Podcast</p> <p>Online-Synchronous</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p>

	<p>Middle (grades 6-8) 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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting</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. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity</p>

Transition

Description	<p>The Neshannock Township School District continues to provide transition related opportunities, services and activities to support goals as they relate to post secondary education, employment, and independent living. The Transition Coordinator will attend Transition meetings and provide updates to Special Education Staff. The evidence will be found in records of attendance, agendas, and documentation from IEPS, and district graduation rates.</p> <p>For the 2013-2014 academic school year, the Neshannock Township School District participated in the Pennsylvania Post School Outcomes Survey (PAPOS) Cohort 3. Contact was attempted three times (either via mail, email, phone, or in person) to complete the survey. For students who graduated in 2014, four of the five students/guardians were able to be contacted and interviewed (80%). Bulleted information is provided on the 2014 students who were able to be interviewed:</p> <p>Student 1: Attends a 2 or 4 year college program, uses accommodations since</p>
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	<p>high school, was competitively employed</p> <p>Student 2: Receives on the job training, uses accommodations since high school, was employed part-time</p> <p>Student 3: In jail</p> <p>Student 4: No response</p> <p>Student 5: Attends a 2 or 4 year college program, does not use accommodations since high school, was comeptitively employed part-time.</p> <p>The district will continue to monitor student transition and Post transition outcomes. When new trainings for Transition Cohorts are available, the district will ensure staff attend.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	3
Provider	MIU4
Provider Type	IU
PDE Approved	No
Knowledge Gain	Preparation for the world of post secondary education or work is part of the IEP process and the district's responsibilities. Transition will continued to be addressed at every IEP meeting for students who are 13 years and older. All stakeholders will be invited to participate to develop a plan that will assist the students in making decisions about graduation and their future.
Research & Best Practices Base	<p>Transition planning generally involves three major activities:</p> <ol style="list-style-type: none"> 1. Coaching students and family members to think about goals for life after high school and to develop a long range plan to get there; 2. Designing a high school education plan that ensures students will gain the skills and competencies needed to achieve their desired

	<p>goals; and</p> <p>3. Identifying needed post-school services and supports, and linking students and families with them before they leave the special education system.</p> <p>Teachers and families support students in identifying post-school goals and the steps needed to achieve their goals through ongoing discussion, assessment, instruction and work-based experiences.</p> <p>Successful transition planning and implementation is student focused. School activities identified in a student's transition plan must be directly linked to each student's post-school goals. A transition plan must reflect a student's individual choices, preferences, and needs in the areas of education and training, employment, adult living arrangements, and community experiences. Self-determination and advocacy are critical skills that help ensure student-focused planning and implementation.</p> <p>Our students meet at least annually with the transition coordinator, guidance counselors, agency representatives, parents, and IEP team to discuss high school schedule of courses, LCCTC opportunities, transition activities and grids, and what really fits each individual students' needs and plans for the future.</p>
<p>For classroom teachers, school counselors and education specialists</p>	<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>
<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>

	Instructs the leader in managing resources for effective results.
Training Format	<p>Series of Workshops Live Webinar Podcast Online-Synchronous Online-Asynchronous Professional Learning Communities Offsite Conferences</p>
Participant Roles	<p>Classroom teachers School counselors Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>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 Meetings to discuss pertinent transition information</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. Classroom student assessment data Participant survey Review of written reports summarizing instructional activity</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).

Affirmed by David Antuono on 4/28/2020

Board President

Affirmed by Terence Meehan on 4/28/2020

Superintendent/Chief Executive Officer