

Littlestown Area SD
Special Education Plan Report

07/01/2014 - 06/30/2017

District Profile

Demographics

162 Newark St
 Littlestown, PA 17340
 (717)359-4146
 Superintendent: Donald Wills
 Director of Special Education: Carolyn Rhodes

Planning Committee

Name	Role
Phil Burge	Ed Specialist - School Psychologist
Nicole Crowe	Elementary School Teacher - Special Education
Teresa Dumont	Administrator
Michelle Legutko	Parent
Eric Naylor	Administrator
Jason Popoff	Middle School Teacher - Special Education
Carolyn Rhodes	Administrator
Christina Schipper	Elementary School Teacher - Special Education
Kristin Sestina	Secondary School Teacher - Special Education
Diana Ulrich	Elementary School Teacher - Regular Education
Melanie White	Elementary School Teacher - Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 253

Identification Method

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

In Littlestown School District we use two methods to identify students. A discrepancy model to diagnosis and identify students with a disability is used at Roling Acre Elementary School, Maple Avenue Middle School and the Littlestown High School. The discrepancy is based on the statistical difference between intelligence and achievement. We generally use the Wechsler Intelligence Scale for Children and the Wechsler Individual Achievement Test to measure intelligence and achievement. Alloway Creek Intermediate School was approved by the PA Department of Education to use the Response to Instruction and Intervention (RtII) model for identifying students, a tiered instructional model in which the instruction delivered varies based on the severity of the students deficits.

Even though Alloway Creek Intermediate School is an approved RtII school the other three schools in the Littlestown Area School District follows the RtII framework for identifying students. When a student demonstrates a pattern of strengths and weaknesses in performance, achievement or both relative to the students' intellectual development and that of their peers, the RtII teams use a variety of means of identifying students. From kindergarten to fifth grade, we use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a universal screener to help identify early, students who may be having reading difficulty. Benchmark assessments in reading comprehension, reading fluency, written expression, mathematics calculations and mathematic problem solving is used in the evaluation process. Additional sources of data include, progress monitoring collected during the intervention process, the student's performance on district assessments such as 4Sight, PSSA, Keystone Assessments and the Classroom Diagnostic Tool (CDT). This data is to help further identify the need for testing.

The data is collected and analyzed quarterly. Data is analyzed through grade level meetings, RtII meetings and Progress Review Meetings. The teams address all academic difficulties, such as Reading, Math and Writing, and behavioral difficulties as well. The teams consists of the principal, assistant principal, guidance counselor, reading specialist, classroom teachers, learning support teachers and school psychologist. Interventions are designed and data is analyzed by the team to help direct instruction in the classroom and out of the classroom in specialized groups to help better address academic concerns.

Tier 1 instruction is provided by the classroom teacher through the core curriculum that is taught to

all students by highly qualified teachers. Tier 2 instruction is the additional intervention provided within the classroom for those students who need extra support, including additional guided reading classes, individual conferencing, and scaffolding of skills as needed. If students need further support beyond tier 2 intervention, there are a variety of tier 3 interventions depending on the grade level and intensity of need.

The Littlestown Area School District provides a comprehensive special education program to any student who is evaluated and deemed eligible. Eligibility is determined through a multidisciplinary evaluation which determine that the child has a disability under the Individuals with Disability Education Improvement Act (IDEA) and who requires specially designed instruction to make progress in the regular education curriculum. Reevaluations are done every three years for students with identified needs and are conducted by a certified school psychologist upon parent and/or team request. Progress monitoring for all identified students is ongoing and reported at least quarterly to parents.

	Least Intensive		Most Intensive
K	Compass Learning 30 minutes daily	Number Worlds (Math), small group instruction	Hands on number skills with visuals and manipulative's (Math) Wilson Foundations
Grade 1	My Sidewalks (reading) Number World (math) (small group instruction) OR Compass Learning 30 minutes daily	Words Their Way — Word Study in Action (small group instruction) 30 minutes daily	Reading Recovery® (individual instruction) OR Wilson Foundations OR a combination of any two interventions
Grade 2-3	My Sidewalks (reading) Number Worlds (math) (small group instruction) Compass Learning 30 minutes Daily	Words Their Way — Word Study in Action (small group instruction) 30 minutes daily Touch Math	A combination of both interventions Wilson Foundations
Grade	Compass	My Sidewalks	A combination of both interventions

4-5	Learning 30 minutes daily	(Small group instruction)	System 44 Reading Wilson Foundations
Grade 6-8	Small Group Instruction Compass Learning (math and reading) assignments given to be completed not based on time ASAP	Inclusion Reading, Math, etc. with a support teacher in the room 1-1 tutoring	Read 180 (53 minutes daily) System 44 (53 minutes daily) Wilson Foundations in ACE as needed 1-1 tutoring
Grade 9-12	Compass Learning (math and reading) 45 minutes daily	READ 180 52 minutes daily	

Enrollment

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

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

The Littlestown Area School District's Special Education Data Report for 2011-2012 shows that in the area of percentage of Special Education Students, Littlestown Area School District, is at 12.1% as compared to the percentage of the State's average of special education students, 15.2%, shows a positive disproportionality for the school district. Littlestown School District attributes this to the implementation of the RtII framework across the district. The focus has moved to improving classroom instruction with research based interventions, modifications and accommodations for all students within the regular education environment. This model has led to the decreasing the number of students needing special education services. The RtII teams across the district have become very diligent in identifying students with needs and prescribing specific interventions. An area of disproportionality is Specific Learning Disability. Littlestown Area School District's average is 60.2% while the State's average is 46.9%. As mentioned above, we are below the state average in the percentage of learning support students but because of our change in philosophy of

identify students using the RtII model we have been able to drill down to the student's specific disability to address their deficit. Even though our average is above the state's average, we are addressing only those students who have been identified through the RtII process. The RtII framework puts an emphasis non Tier I intervention which ensures high quality instruction, curriculum and behavior supports for student are in the general education classroom. If the student continues to need supports then we moved to Tier II using targeted, supplemental instruction and interventions in small groups or individually. Finally if necessary we move to Tier III for an intensive interventions to meet the individual needs. If success has not been seen after Tier III then the process begins to identify a specific learning disability. The Littlestown Area School District is confident that the percentage of students with a Specific Learning Disability is a true reflection of the number of students who need specialized instruction.

In addition, through further analysis of the 2011-2012 data, it was uncovered that students' percentages of time were incorrectly reported as Supplemental when they should have been reported as Itinerant. There was a large enough group of students incorrectly reported, that if the students were reported correctly, the Littlestown Area School District percentage of students Inside the Regular Class 80% or More would meet the state's average and the percentage of Students Inside the Regular Class Less than 40% would decrease.

Littlestown Area School District goal is to always provide the student with the level of supported needed with labeling students as a last resort.

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?

We do not have any 1306 facilities within the boundaries of our district. Littlestown Area School District does have students who fall under the category of 1306 that are placed outside the district in various facilities. The students were placed by either an outside agency or court appointed. If the district is informed of an Individualized Education Plan (IEP) team meeting, the Coordinator of Pupil Services is present at the meeting either in person or via telephone.

Incarcerated Students Oversight

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

The Littlestown Area School District is committed to ensuring that all students receive a free and appropriate public education. The Coordinator of Pupil Services serves as a contact person for the school district and is notified whenever a student is incarcerated. If the student has previously been identified as needing special education services, then the school district provides the appropriate documentation including all evaluation reports and the most recent IEP to ensure that the student continues to receive an appropriate education. There are no correctional facilities within our own school district, so any students who are incarcerated are provided an education through the intermediate unit or through the district in which the prison is located. The Coordinator of Pupil Services maintains communication with facilities where district students are incarcerated.

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 Littlestown Area School District has been committed in providing education in the least restrictive environment. Before a student is removed from the regular education setting, all options are thoroughly explored and implemented.

The Multidisciplinary Team (MDT) makes decisions regarding student placements. This team consists of the parent, school psychologist, regular and/or special education teacher, local education agency (LEA) and other individuals deemed necessary by either parents or the LEA. The team reviews various data pieces to review the student's current placement and discuss the success of the current placement or the reasons for an alternative placement. Documentation used for decision making include: student's grades, progress monitoring, behavioral records, attendance records, Evaluation/Reevaluation Reports, current Individual Education Plan (IEP), parent input, assessment data, psychiatric/psychological evaluations and any other supporting data. The level of intervention begins with the least restrictive environment. The level is only increased if after reviewing the data and there indicates a need for a more restrictive environment.

Littlestown Area School District uses Supplementary Aids and Services to meet the individual needs of the special education population. Supplementary Aids and Services are available in a non-stigmatizing way to all student who need them, providing a relevant education benefit. Littlestown

School District has utilized consultation services through the IU in area of autistic support and multi disability to better support the student in the general education setting. In addition resources from PATTAN such as the Supplementary Aids and Services Toolkit are used to better support the student's needs in the regular education setting.

The district provides common planning time for regular and special education teachers to collaborate. Para-professionals work with both the special education teachers and the general education teachers. Professional development was provided to the high school staff on co-teaching and differentiation of material. The district collaborates with parents through meetings, e-mails and phone calls. Regular education teacher and special education teacher differentiate instruction and materials to meet the diverse learning needs of all students. Instructional Supplementary Aids and Services used are: assistive technology, simultaneous multi-sensory strategies employing visual, auditory, tactile modalities, activating prior knowledge through previewing concepts and vocabulary, providing multiple practice opportunities and immediate feedback. Additional uses of technology include sound amplification systems, enlargement of texts, books on tape, voice recognition software. Physical Supplementary Aides and Services include: preferential seating close to the point of instruction to assist in attention to task and provide redirection, wheel chair accessibility, and adaptive equipment. Social-Behavior Supplementary Aids and Services provide support and services to increase appropriate behavior and decrease non-appropriate behavior.

Other methods used across the district are: School Wide Positive Behavior Supports (SWPBS), School-based mental health counseling, social groups facilitated by school guidance counselor, social skills instruction and individual positive behavior support plans.

Regular and special education teachers collaborate on research based programs and strategies to utilize in the classroom ensuring students are educated in the least restrictive environment. Components such as: Wilson Foundations, Reading Recovery, System 44, READ 180, Compass Learning, Everyday Math, Pearson Reading Street, and Touch Math. Core programs are delivered by content/classroom teachers.

The Littlestown Area School District, in cooperation with the Lincoln Intermediate Unit, offers a full continuum of placement options for identified students. The district follows the procedures through the implementation of the RtII teams at the elementary, intermediate and middle schools. The district initially provides accommodations in the regular setting. When the student appears to need more than what can be provided within the regular setting, the child is referred for an evaluation in order to determine if that child is eligible for and requires specially-designed instruction. However, upon referral, the IEP team made up of the parent and professional staff determines to what extent the student may require specially-designed instruction, always keeping in mind, providing that service in the least restrictive environment.

Littlestown Area School District has taken back two full time learning support classes from the IU. The two classes support fulltime learning support students with neurological impairments. These students are now receiving services in a district operated learning support classroom and are included with their peers. With the assistance of a one-on-one aide, the students have been able to make progress on IEP goals and objectives.

Students with physical handicaps (also identified as LS) are integrated into the general education. With the assistance of a personal care assistant, these students are successful and able to participate fully in our school. We have made a commitment to providing an appropriate education for students

in the least restrictive environment and are willing to design individualized programs and schedules to meet each child's particular needs.

The district has implemented an inclusionary component with learning support students at selected grade levels K through 12. The learning support teacher co-teaches with the regular education teachers providing organizational skills, learning strategies, adapted materials, instruction and social skill strategies so that students with disabilities can be successful in meeting their appropriate goals and objectives. The district does not believe inclusion is for all students and therefore maintains a venue of intervention patterns from which the MDT team collaboratively select the best program to meet the needs of that specific student. Therefore, a combination of pull-out and inclusionary practices are used throughout the district grade levels. As documented in the Enrollment Section of this Special Education Plan, the Indicator 5 district and SPP targets were discussed.

In summary, a full continuum of services is provided by the district, upon identified need, for all children. A pre-referral process is available to ensure that educational needs are met. The ER/MDT provides least restrictive environment intervention until educational needs are met. District-provided and intermediate unit-provided services are available on a full continuum to provide free and appropriate public education for all students. As documented

Behavior Support Services

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

The Littlestown Area School District policy focuses on promoting and strengthening desirable behaviors and reducing inappropriate behaviors. Teams at the elementary, intermediate, middle and high schools have been trained in Positive Behavior Support. The school district complies with all provisions of IDEA 2004 when disciplining students with disabilities. School principals are in-serviced annually and throughout the school year on compliance issues.

The school psychologists conduct functional behavioral assessments and assist teams in developing behavior plans for students as needed. Parents are always included when developing behavior plans.

At the elementary school and the intermediate school, the school psychologist has worked with classroom teachers in developing class-wide positive behavior systems. In addition, the intermediate and middle schools have school-wide behavioral support systems in place for all students.

Behavior specialists from Lincoln Intermediate Unit are consulted on more difficult cases. In addition, when students are involved with outside agencies, behavior consultants from those agencies are an integral part of the IEP team and their expertise is utilized when designing a behavior plan for the student.

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.

At this time the Littlestown Area School District is not experiencing difficulty ensuring FAPE for any particular disability category. By working with other agencies — MH-MR, Adams County Children and Youth, counseling agencies, juvenile probation, etc. - we have been able to find successful placements for all students.

Only when it has been deemed necessary by a physician has the district had to provide homebound instruction for a student.

Strengths and Highlights

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

- The special education staff is 100% high qualified and are conscientious and motivated to provide a high quality of service to meet individual student needs.
- The elementary, intermediate and middle schools have highly effective RtII programs and a strong commitment to providing the strategies that best help students to achieve and make progress in the general education curriculum. The high school is in the initial stages of developing an RtII framework at this level.
- Allowcreek Intermediate School is approved by the PA Department of Education as an approved RtII facility.
- Positive Behavior Support teams are in place at the elementary, intermediate, middle, and high schools.
- The district is committed to providing a continuum of programs and services to ensure that each student is educated in the least restrictive environment.
- The high school is using an inclusion model in all 4 main subject areas - English, math, social studies, and science. Special education teachers who are assigned to inclusion math classes are certified in secondary math as well as special education. Special education teachers assigned to social studies inclusion classes have dual certification in special education and social studies. Special

education teachers assigned to inclusion science and English classes have special education certification and are highly qualified in the other areas.

- The middle school is also using an inclusion model in all 4 main subject areas - English, math, social studies, and science.

- Progress Monitoring has been implemented at all 4 district buildings - elementary, intermediate, middle and high school.

- Teachers utilize Aimsweb probes to monitor student progress in early literacy, early math, reading, writing and math.

- Instructional interventions are implemented when progress is consistently below aimlines.

- Transition services are based on individual student needs and include job shadowing, on-the-job training, interest inventories, study skills inventories, career research, guidance in appropriate course selection, and vocational assessments. The high school staff is committed to helping each student reach his or her potential and scheduling is highly individualized to meet each student's transition plan. Some students may have a modified day to meet the needs of on-the-job training including either an early dismissal time or a late start time.

- Monthly meetings provide regular reviews and updates of Special Education policies and procedures for all special education teachers.

- Special education paraeducators are all trained in CPR and complete 20 hours of education credit each year related to the individual needs of the students they serve.

- Read 180 (researched based program) has been implemented in Alloway Creek Intermediate School, Maple Avenue Middle and the High school. System 44 reading (research based program) has been implemented in the intermediate and middle school.

- Wilson Phonics instruction has been used across the district.

- The district has a strong commitment to increasing the math achievement of students with IEPs. Math tutoring and Compass Learning is utilized at the elementary school. The intermediate, middle, and High school have modified the daily schedule to include an intervention period and offer targeted math instruction with teachers and/or Compass Learning.

- The school district has trained all teachers in using our data management system to track the progress of all students and to provide interventions when deemed necessary based on data collected.

- Parents are viewed as partners in helping students achieve, and teachers are committed to communicating with parents on a regular basis and providing parents with strategies to help their students at home. This is done through annual IEP meetings, other parent conference opportunities, newsletters, written communication via student agendas, e-mail, and phone calls.

- At the elementary school and the intermediate school, the school psychologist regularly works with classroom teachers and guidance counselors in developing class wide positive behavior systems.

- The district is a member of the Adams County Transition Council which has served as a means of obtaining information from post-secondary schools as well as agencies such as OVR, AHEDD, and others. The transition Council also provides a Transition Day program for eleventh graders who

have IEPs.

- Experts are consulted as needed to improve student achievement. Examples include consultation with professionals for students with autism spectrum disorders, Fragile X syndrome, neurological disorders, ADHD, and Tourette's.

- The district has a strong commitment to providing the necessary assistive technology to help students achieve.

- Alpha Smarts, netbooks for word processing and iPads are provided for those students who need them as determined by the IEP process.

- A Kurzweil system has been put in place for students in the high school learning support classes who have difficulty reading the regular education texts as well as other material needed for their classes. Recordings for the blind and dyslectic are used to secure curricular materials for students.

- Students with writing difficulties have access to voice activated writing software.

- As needed elementary regular education classrooms are installed with sound field systems to help not only students with hearing impairments and auditory processing problems, but also is effective with students with attention problems.

- The teaching staff and Coordinator of Pupil Services have developed positive relationships with parents based on mutual respect. Parent training is provided both in conjunction with the IU as well as in our own district, and parents are informed of other training opportunities throughout the area.

- The district is working very hard to meet Adequate Yearly Progress (AYP) goals in reading and math for all students with IEPs. Programs are in place at each building to assist students with math skills: Intervention block, guided math instruction in all classrooms and COMPASS Learning at the elementary level, Intervention block, guided math instructional method in all classrooms and COMPASS Learning at the intermediate school and middle school, and the COMPASS Learning computer assisted instruction at the high school - monitored by a certified teacher.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
No Facility	Incarcerated	The Littlestown Area School District is committed to ensuring that all students receive a free and appropriate public education. The	0

		<p>Coordinator of Pupil Services serves as a contact person for the school district and is notified whenever a student is incarcerated. If the student has previously been identified as needing special education services, then the school district provides the appropriate documentation including all evaluation reports and the most recent IEP to ensure that the student continues to receive an appropriate education. There are no correctional facilities within our own school district, so any students who are incarcerated are provided an education through the intermediate unit or through the district in which the prison is located. The Coordinator of Pupil Services maintains communication with facilities where district students are incarcerated.</p>	
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Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Bendersville Elementary	Neighboring School Districts	Autistic Support	2
Bermudian Springs Elementary	Neighboring School Districts	Therapeutic Emotional Support	1

Biglerville High	Neighboring School Districts	Autistic Support	2
Clearview Elementary	Neighboring School Districts	Autistic Support	4
Conewago Twp	Neighboring School Districts	Deaf/Hard of Hearing	1
Conewegao Valley Intermeidate	Neighboring School Districts	Life Skills Support	1
Emory H. Markle	Neighboring School Districts	Learning Support/Neurological y Impaired	3
Franklin Twp. Elementary	Neighboring School Districts	ES Elementary Support	2
Gettysburg Sr. High	Neighboring School Districts	Life Skills Support	1
Gettysburg Village Outlets	Neighboring School Districts	Life Skills Support	5
Hanover Middle	Neighboring School Districts	Autistic Support	1
Hanover Street Elementary	Neighboring School Districts	Life Skills Support	3
James Getty Elementary	Neighboring School Districts	Life Skills Support	1
Lincoln Elementary	Neighboring School Districts	Learning Support/Neurological y Impaired	3
New Oxford Training Site	Other	Life Skills Support	5
New Oxford Middle	Neighboring School Districts	Life Skills Support	1
New Oxford Sr. High	Neighboring School Districts	Life Skills Support	2
New Vision	Neighboring School Districts	Life Skills Support	2
Paradise School	Other	Full Time Emotional Support	3
South Western High	Neighboring School Districts	Learning Support/Neurological y Impaired	1
Washington Elementary	Neighboring School Districts	Autistic Support	2
Yorkshire Academy at YLC	Other	Dual Diagnosis Class- Life Skills Support/Emotional Support	2
Children's Aid Society	Other	Emotional Support	1
Adams County Learning Center	Other	Full Time Emotional Support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rolling Acres Elementary	An Elementary School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	7	0.9
Rolling Acres Elementary	An Elementary School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	5 to 8	1	0.1

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rolling Acres Elementary	An Elementary School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	5	0.9
Rolling Acres Elementary	An Elementary School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	5 to 8	1	0.1

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Alloway Creek Intermediate	An Elementary	A special education	Supplemental (Less Than	Learning Support	8 to 9	4	0.9

	School Building	Center in which no general education programs are operated	80% but More Than 20%)				
Alloway Creek Intermediate	An Elementary School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	8 to 9	1	0.1

Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Alloway Creek Intermediate	An Elementary School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	10	0.9
Alloway Creek Intermediate School	An Elementary School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	9 to 10	1	0.1

Program Position #5*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Alloway Creek Intermediate School	An Elementary School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	6	0.9
Alloway Creek Intermediate School	An Elementary School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	9 to 10	1	0.1

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maple Avenue Middle School	A Middle School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	3	0.5
Maple Avenue Middle School	A Middle School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	11 to 13	3	0.5

Program Position #7*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maple Avenue Middle School	A Middle School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	2	0.2
Maple Avenue Middle School	A Middle School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	11 to 13	8	0.8

Program Position #8*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maple Avenue Middle School	A Middle School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	5	0.6

Maple Avenue Middle School	A Middle School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	11 to 13	4	0.4
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Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maple Avenue Middle School	A Middle School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	3	0.3
Maple Avenue Middle School	A Middle School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	11 to 13	4	0.7

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tara Willow	A Middle School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	11 to 13	5	1

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maple Avenue Middle School	A Middle School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	8	1

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Littlestown High School	A Senior High School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	2	0.2
Littlestown High School	A Senior High School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	14 to 17	8	0.8

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Littlestown High School	A Senior High School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	3	0.3
Littlestown High School	A Senior High School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	14 to 17	7	0.7

Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Littlestown High School	A Senior High School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	1	0.1

Littlestown High School	A Senior High School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	14 to 17	8	0.9
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Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Littlestown High School	A Senior High School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	14 to 17	7	1

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Littlestown High School	A Senior High School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	2	0.2
Littlestown High School	A Senior High School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	14 to 17	8	0.8

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Littlestown High School	A Senior High School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	3	1

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Littlestown High School	A Senior High School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	1	0.1
Littlestown High School	A Senior High School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	14 to 17	7	0.9

Program Position #19*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rolling Acres Elementary	An Elementary School Building	A special education Center in which no general education programs are operated	Itinerant	Speech and Language Support	5 to 8	41	0.93
Littlestown High School	A Senior High School Building	A special education Center in which no general education programs are operated	Itinerant	Speech and Language Support	14 to 17	3	0.07

Program Position #20*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Littlestown Area School District	An Elementary School Building	A special education Center in which no general education programs are operated	Itinerant	Physical Support	5 to 8	22	1

Program Position #21*Operator: School District*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Alloway Creek Intermediate School	An Elementary School Building	A special education Center in which no general education programs are operated	Itinerant	Speech and Language Support	5 to 8	16	0.23
Justification: Students outside age range are not in the session at the same time.							
Maple Avenue Middle School	A Middle School Building	A special education Center in which no general education programs are operated	Itinerant	Speech and Language Support	11 to 13	9	0.05
Justification: Students outside age range are not in the session at the same time.							

Special Education Support Services

Support Service	Location	Teacher FTE
Coordinator of Pupil Services	Littlestown Area School District	1
Psychologist	Littlestown Area School District	1
Personal Care Assistant	Rolling Acres Elementary School	1
Personal Care Assistants	Maple Avenue Middle School	3
Personal Care Assistants	Littlestown Area School District	2
Paraprofessional	Maple Avenue Middle School	1
Paraprofessional	Littlestown High School	1
Psychologist Intern	Littlestown Area School District	1

Special Education Contracted Services

There are no special education contracted services.

District Level Plan

Special Education Personnel Development

Autism

Description	Lincoln Intermediate Unit Autism team will present to the faculty over three years the most current information on Autism to increase teacher knowledge.
Person Responsible	Coordinator of Pupil Services
Start Date	8/25/2014
End Date	6/9/2017
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1
# of Sessions	1
# of Participants Per Session	40
Provider	IU #12
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Faculty will become more aware of how to meet the needs of students with Austic needs.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment 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	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>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	School Whole Group Presentation
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Behavior Support

Description	<p>Training related to Funticonal Behavior Assessment (FBA), Positive Behavior Support (PBS) and Deescalation Techniques (DT) will be held for teachers and administrators on a rotating basis at all four buildings over the next three years.</p>
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		Rolling Acres Elementary	Alloway Creek Intermediate	Maple Avenue Middle	High School
	2014/2015	FBA	FBA	PBS	DT
	2015/2016	DT	DE	FBA	PBS
	2016/2017	PBS	PBS	DT	FBA
Person Responsible	Coordinator of Pupil Services				
Start Date	8/25/2014				
End Date	6/9/2017				
Program Area(s)	Professional Education, Special Education, Student Services				

Professional Development Details

Hours Per Session	1
# of Sessions	9
# of Participants Per Session	40
Provider	District and IU #12
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir

	School counselors Paraprofessional New Staff Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting
Evaluation Methods	Participant survey Review of written reports summarizing instructional activity

Paraprofessional

Description	Paraprofessionals are required to be highly qualified and engage in 20 hours of staff development per year. Paraprofessionals will participate in both on-line and district provided staff development as related to their area of focus.
Person Responsible	Coordinator of Pupil Services
Start Date	8/25/2014
End Date	6/9/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	60
# of Participants Per Session	6
Provider	District, On-Line, PATTAN, IU#12
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.

Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	LEA Whole Group Presentation Series of Workshops Online-Asynchronous
Participant Roles	Paraprofessional
Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Completion on on-line activities
Evaluation Methods	Logging of hours

Reading NCLB #1

Description	The District continues to use research based strategies that will enhance instruction. Through the use of PATTAN and District trainings, teachers will be educated on areas of: Teaching PA Common Core and Keystone Literature through Content; Progress Monitoring and Implementation of the Common Core. In addition the District remains focused on improving the co-teaching experience for the most effective delivery of instruction. Teachers will be given the opportunity to participate in co-teaching sessions.
Person Responsible	Coordinator of Pupil Services

Start Date	8/25/2014
End Date	6/9/2017
Program Area(s)	Special Education, Gifted Education

Professional Development Details

Hours Per Session	4
# of Sessions	6
# of Participants Per Session	6
Provider	District and PATTAN
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>Other educational specialists</p>
Grade Levels	Elementary - Primary (preK - grade 1)

	Elementary - Intermediate (grades 2-5) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Transition

Description	Coordinator of Pupil Services and representatives for the IU #12 will meet with learning support teachers, parents and related staff to educate on appropriate activities and resources available to directly support the student's transition outcomes.
Person Responsible	Coordinator of Pupil Services
Start Date	8/25/2014
End Date	6/9/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1
# of Sessions	3
# of Participants Per Session	16
Provider	District and IU #12
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.

For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops Department Focused Presentation</p>
Participant Roles	<p>Principals / Asst. Principals School counselors Other educational specialists</p>
Grade Levels	<p>High (grades 9-12)</p>
Follow-up Activities	<p>Implementation of skills to improve student IEP transition plans</p>
Evaluation Methods	<p>Participant survey</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.

No signature has been provided

Board President

No signature has been provided

Chief School Administrator