
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Special Education Plan **Thursday, August 16, 2007**

Entity: Fleetwood Area SD
Address: 801 N Richmond St
Fleetwood, PA 19522-1031
Phone: (610) 944-9598
Contact Name: Paul Eaken

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Fleetwood Area SD	Berks County IU 14	Dr. Paul Eaken	5	2702	327

District Special Education Contact:

Name	Title	Phone	Fax	Email
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Current Program Strengths and Highlights

The Special Education Department as part of the Student Services office administers programs in accordance with the IDEIA and the PA standards and Regulations when providing services and programs for student with disabilities. Through a continuum of services, they offer a FAPE in the LRE. Student needs are met through strategies such as creative educational programming for low incidences populations, innovative forms of SDI and when required , out-of-district programs for students with particular special needs.

The faculty participates in continuing professional development through monthly program level meetings where current issues in Special Education and teacher needs are discussed. In addition, they have received training in the Progress Monitoring Process, the SRA Reading Mastery and corrective Reading program and Saxon Math program. Upcoming trainings include a program in Written Expression, and transition programming involving Indicator 13..

The Special Education Department actively participates in the ACCESS program and the Contingency Funds Program.. The department continues to seek other monies to further support the needs of students with Special Needs via the Grant process..

Below is a summary of the Strengths and Highlights of current special education services and program for students with disabilities.

A positive change that occurred this current school year was the addition of a school psychologist, which has allowed for evaluations and compliance with child find obligations to be completed more efficiently and thoroughly. Academically, the special education department utilizes strong researched based curriculum and interventions. We have seen great success in student's skills using direct instruction methodology and programs. Our students are progress monitored using curriculum based measurement procedures, which allows teachers to see growth and make decisions based on data. This type of data collection is done on an individual student basis now, however, the district is in the process of planning for a response to intervention model, which will help screening all students for academic skills difficulties and allow for intervention to be provided earlier. The school district has formed a RtI team that represents regular and special education staff to plan for the implementation of a school wide progress monitoring model. The team has attended training workshops presented by the Intermediate Unit. Our staff also feels that the special education department does a nice job differentiating instruction in order to meet individual student needs. For example, at the high school level, students are assigned a reading teacher based on his or her instructional reading level as determined through progress monitoring and placement testing for the Corrective Reading program. Differentiation needs are also met via co-teaching models that are currently in place in the Middle School. We have a learning support teacher who co-teaches an 8th grade English class in order to help meet student needs. At the high school, co-teaching was the student

achievement goal chosen by teachers to work on for the 2006-2007 school year. Next school year, the district has plans for a co-taught 4th grade classroom. This school year has also been a year of growth in our high school life skills program, where a peer inclusion program was started to bring typical peers into the life skills classroom to serve as mentors and peer tutors. The high school currently has two grants, "Project 720" and "High Schools that Work". In order to enhance communication with parents the district publishes a newsletter, maintains a website, and teachers have created individual WebPages. Parent and teacher meetings occur on a regular basis and we have an active PTA at the elementary level. At the high school there is a parent advisory board that meets with the principal, which greatly assists in communication with families.

Enrollment Differences

Category	District Enrollment	State Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
Autism	1.53%	3.20%	Yes	10% Below	The SD has a small population of students (2702) and proportionately a small number of students are identified with Autism. The SD will continue to monitor and analyze data to identify and address any areas in the AS program that are disproportionate.
Deaf-Blindness	0%	0.02%	Yes	10% Below	The SD has an overall small population and a proportionately small numbers of students identified in the low incidence populations. The SD will continue to monitor and analyze data to identify and address any areas in the deaf/blind program that are disproportionate.
Emotional Disturbance	6.73%	9.70%	Yes	10% Below	The SD has a small population of students (2702) and proportionately a small number of students are identified with Emotional Disturbance. The SD will continue to monitor and analyze data to identify and address any areas in the ES program that are disproportionate.
Hearing Impairment	0.92%	1.10%	Yes	10% Below	The SD has an overall small population and a

including Deafness					proportionately small numbers of students identified in the low incidence populations. The SD will continue to monitor and analyze data to identify and address any areas in the HI program that are disproportionate.
Mental Retardation	5.20%	9.40%	Yes	10% Below	The SD has a small population of students (2702) and proportionately a small number of students are identified with Mental Retardation. The SD will continue to monitor and analyze data to identify and address any areas in programs that serve MR students that are disproportionate.
Multiple Disabilities	2.14%	1.10%	Yes	10% Above	Students identified with Multiple Disabilities have moved into the SD in the care of specialized foster home situations. The SD will continue to monitor and analyze data to identify and address any areas in programs that serve MDS students that are disproportionate.
Orthopedic Impairment	0.31%	0.30%	Yes	10% Below	The SD has an overall small population and a proportionately small numbers of students identified in the low incidence populations. The SD will continue to monitor and analyze data to identify and address any areas in programs that serve OI students that are disproportionate.
Other Health Impairment	13.15%	4.40%	Yes	10% Above	The SD is examining and has started training on the RTI model and has plans

					for adopting it in an effort to eliminate this discrepancy especially for students who have been identified in this area due to ADD or ADHD issues. Also, the use of Section 504/Chapter 15 Service Agreements will be reviewed.
Specific Learning Disability	50.76%	53.90%	No	no discrepancy	none
Speech or Language Impairment	18.96%	16.00%	Yes	10% Above	All students have continued to receive speech therapy as a direct model up thru the high school level. At this time the SD has implemented a move to add a consultation model at all school levels and will work with the student, teachers and parents in the consult model then move toward dismissal if educationally the student is no longer in need of speech services. Students who continue to need direct therapy or a combination will have those speech services delivered to them. The SD will continue to monitor and analyze data to identify and address any areas in the speech program that are disproportionate.
Traumatic Brain Injury	0%	0.30%	Yes	10% Below	The SD has an overall small population and a proportionately small numbers of students identified in the low incidence populations. The SD will continue to monitor and analyze data to identify and

					address any areas in programs that serve TBI students that are disproportionate.
Visual Impairment including Blindness	0.31%	0.40%	Yes	10% Below	The SD has an overall small population and a proportionately small numbers of students identified in the low incidence populations. The SD will continue to monitor and analyze data to identify and address any areas in programs that serve VI students that are disproportionate.

Ethnicity Enrollment Differences

Category	District Enrollment	Spec. Ed. Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
American Indian/Alaskan Native	0.11%	0%	Yes	10% Below	The SD has a small population of students with this ethnicity and identifies students who are eligible regardless of ethnicity
Asian/Pacific Islander	0.96%	0.61%	Yes	10% Below	The SD has a small population of students with this ethnicity and identifies students who are eligible regardless of ethnicity.
Black (Non-Hispanic)	2.15%	2.14%	No	no discrepancy	none
Hispanic	3.52%	3.67%	No	no discrepancy	none
White (Non-Hispanic)	93.26%	93.58%	No	no discrepancy	none

Exiting Statistics

State Graduation	State Dropout	District Graduation	District Dropout	Is Disp.?	Data Analysis	Plans for Improvement
91.80%	7.40%	90.91%	9.09%	Yes	Review of Data---> Review of the data indicated that the district special education graduation rate was	District Plan for Improvement---> The students who did not graduate were students who were not able

				<p>90.91% and the state graduation rate was 92.02%. The 10% discrepancy range above and below the state average was determined by multiplying 92.02% by .10, which equals 9.202. The 10% (9.202) was added to the state graduation rate(92.02) to reach the upper limit of 101.222, which translates to 100%. The lower limit was determined by subtracting the 10% (9.202) from the state graduation rate (92.02) to reach 82.818%. Comparisons indicated that the district special education graduation rate of 90.91% fell well between the 82.812% and the 100% figures representing the state graduation rate low and high, respectively. There is no discrepancy in the district graduation rate comparison to the state graduation rate. Review of drop out rate indicates that the district special education drop out rate was 9.09% and the state drop out rate was 6.75%. The 10% discrepancy range above and below the state average was determined by</p>	<p>to take advantage of the full high school experience as they arrived late in their high school career. This is a newer trend for us. In the past, we have had students that started in kindergarten and stayed in our district through 12th grade. Until recently, our special education graduation rate was 100% and our special education drop out rate was 0%. We need to focus on intensifying support for students moving in late in their high school years. While we addressed the academic needs of these students, support from a counselor or psychologist was added only after a crisis was identified with these students. In the future, we can be proactive by scheduling the students for regular check-ins with a guidance counselor to help insure that their transition to our school is smooth and that outside factors influencing school performance are identified and addressed.</p>
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				<p> multiplying 6.75% by .10 which equals .675. The 10% (.675) was added to the state graduation rate (6.75) to reach the upper limit of 7.425. The lower limit was determined by subtracting the 10% (.675) from the state graduation rate (6.75) to reach 6.075. Comparisons indicated that the district special education drop out rate of 9.09% fell above the upper limit of 7.425%.<--- Explanation of Data---> Further review of the data indicates that of 22 special needs students in our district for the 2005-2006 school year, two dropped out and 20 were graduated. Because of the small number of seniors identified, numerically, two students dropping out had a high impact on our drop out percentage. Noted was the fact that if we had only one student drop out, our percentage would be 4.54% which would have placed us disproportionately below the state lower limit of 6.075%. We had one student more, a total of two students drop out, which put us at the 9.09% which is above the </p>	<p> Additionally, students should be paired with other successful students navigating various effective instructional programs so that they can see the benefits of the program and choose to participate, even if it means staying longer than four years to get the training they desire. Next year we will administer the state transition survey as mandated for us as an identified year 3 school for indicator 14. Our challenge, which we will help to address through BCTCC, is to incorporate this survey into the countywide survey currently used, as the countywide survey is much more extensive and provides information used for program/project development. In this way, we will only have to administer one survey per student, but will have the results needed for both the state and the county. We need to improve our methods of contacting students who drop </p>
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				<p>state upper limit of 7.425%. Statistically, with our small number of special education students, it is impossible for us to fall within the state range of 10% above or below the state average of 6.75%. Both students who dropped out were not within our school system for the majority of their public secondary education. One student moved in from a neighboring district his eleventh grade year. Before coming to us, he had previously dropped out and returned to school. An unstable home life had contributed to his high absenteeism in the past. The student, who moved in with a relative, made tremendous progress with us, until his father died and mental health issues became acute. Despite district intervention to secure and implement appropriate support services for this student, he stopped coming to school, changed his living arrangements, and left with no forwarding contact information approximately one month prior to graduation. The second student was</p>	<p>out and leave no trace. Cell phone information will be gathered from students if possible as a lot of land lines are terminated or invalid for various reasons including non payment of bills or the student changing residence due to living with relatives other than parents. Improving our technology through upgrades will allow our programs such as Keys-2-Work to function properly and quickly. This will reduce student frustration. Technology upgrades are addressed in the Technology section of the strategic plan. As Indicator 13 training concludes this year, the staff trained will turn around and train the rest of the middle school and high school staff during the summer 2007 inservice. This will ensure that all team members are working from the same framework and are consistent in their documentation and compliance with state</p>
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				<p>placed in an alternative education setting from middle school until the end of the third quarter of his senior year. He returned to Fleetwood High School to complete the fourth quarter and to remain an additional year for the purpose of obtaining vocational training. Once at Fleetwood, the student chose not to access vocational training but decided to remain the additional year at Fleetwood High School. Attendance and work completion dropped off the second semester and this student also stopped attending approximately one month prior to graduation. Ultimately the parent and student declined all offers of other alternatives for completing the educational process.<--- </p> <p>Explanation of Current Opportunities---</p> <p>>The district attempts to engage all of our special needs students in programs designed to meet their needs and to facilitate optimal learning opportunities. A review of our current resources yields the following</p>	<p>regulations. This in turn will help to smooth the transition process and facilitate seamless transition for special needs students from high school to the real world. As reading and math instruction has changed at the high school level to provide instruction in deficit areas for students with special needs, we are moving to model instruction in writing and spelling in a similar fashion. We will examine curriculum and implement teaching of writing and spelling based on baseline assessment and achievement of proficiency. This will begin in the 2007-2008 school year and will be reviewed annually.</p>
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				<p>information. The district employs a full time transition coordinator to integrate instructional programming and support between high school staff, career and technology center staff, trained specialists (OT, PT, Vision services, Hearing services, Speech services, aides) parents, students, adult service provider agencies, post-secondary education institutions, community work experience sites and specialized instructional programs provided by the intermediate unit. The district participates in a countywide post school survey for all IEP students designed by a committee of the Berks County Transition Coordinating Council. This phone survey is administered annually at Fleetwood to all special needs students that have graduated and been out of school for one year. County transition coordinators administer the survey by district, compile the results, review the results,</p>	
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					<p>and identify county/district wide trends. The results from this survey drive the work of the Council as identified gaps are addressed and narrowed. In our district, baseline data is gathered on all students with special needs in eighth and ninth grade, as well as move-in students through the administration of the Skills Assessment Module. This allows us to gather baseline information on interests, aptitudes, preferences, and abilities. Students are interviewed yearly to provide updated information on interests and preferences, and take additional interest surveys or barrier identification assessments on an ongoing basis. Coordination with the guidance department and online resources allow for the identification of academic and non-academic skill prerequisites for career interest areas. Present educational levels are determined by assessment and that information is combined with the baseline data and career prerequisite information to develop</p>	
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					<p>measurable annual goals that are sequentially coordinated for smooth transition to assist the student to obtain an appropriate postsecondary goal. Our baseline testing of skills allows students to review data when choosing a shop to attend at the career and technology center. This information is used to assist them in filling out their application and to help students select an appropriate match based on skills, environmental conditions, and academics. All district teachers have received instruction on writing IEP goals that are appropriately connected to the students' needs and are measurable. This procedure is used for goals that are academic in nature, as well as goals that address non-academic skills, post-secondary related skills, employment related skills, and independent living skills. Two years ago, the district identified a need for teaching reading beyond the primary years. A direct instruction approach was adapted district</p>	
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				<p>wide to assess all students with special needs in the areas of decoding and comprehension so that students with a remaining deficit were identified and so that they could receive instruction at the appropriate level. Similarly, students are tested in math to identify fluency in the four basic operations with basic math facts, their ability to understand and apply concepts previously presented, and instruction is designed to meet deficit areas. Assessment information is recorded and used for a baseline for determining instructional needs. This information appears in the present education levels of student IEP's, along with functional and behavioral information. This is shared and discussed prior to post school outcome goals being determined in IEP meetings. The transition process at Fleetwood is both planned and fluid. Minimally, annual planning is recorded at IEP meetings. As student interests and preferences</p>	
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				<p>change, and as additional learning opportunities become available, programming is adjusted through IEP revisions with the consent of the student, parent, and IEP educational staff. The planned and fluid implementation of transition is made possible by a coordinated effort among administrators, guidance counselors, special education teachers, regular education teachers, career center administration and staff, parents, student, aides, field specialists, adult service providers, and the transition coordinator. Our special education staff is well informed of transition changes and requirements due to information dissipated to the staff through the transition coordinator's active participation and membership in the Berks County Transition Coordinating Council (BCTCC) and the Berks County Interagency Committee which is overseen by BCTCC. Additionally the transition coordinator attends</p>	
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				<p>statewide trainings in transition, conferences related to transition, integrated learning, career and technology centers, and special education issues. Countywide opportunities afforded our students have yielded minimally, twice a year job fairs and college fairs for students to attend. The transition coordinator has actively participated in providing additional opportunities for students through the Employ-ability Expo and the Transition Expo, which are countywide event that occur on alternating years. Other motivational factors include the self-advocacy workshop and trips to the local CareerLink, and community college. Fleetwood District participates in training programs that allow staff to hone their skills. Three teams of district teachers attended BCIU Advanced Progress Monitoring training over the course of three years with the transition coordinator attending for issues that focused on</p>	
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				<p>transition. Our transition coordinator co-chaired a committee to set up a county wide Transition House to meet the needs of students who were identified through our post-school survey as needing additional help in transferring skills learned in the classroom to implementation in the real world. Since it's inception for the past three years, Fleetwood has appropriately matched students to receive instruction through this program. This program has allowed students to hone employment and independent living skills in an authentic setting, better preparing them for the real world. Another off-site program focusing on simulated and authentic learning is the Preparation for Adult Living Program for students with more involved disabilities. This educational experience, offered by our intermediate unit, allows our students job training, job coaching, and job trial opportunities. Goodwill, an adult service provider, has initiated a "Success For</p>	
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					<p>Teens" program. A staff person comes to the school at least bi-weekly and works one-on-one with individual students over a 2-year period to assist them in preparing for the work world. Skills addressed are resume writing and interviewing, building a work portfolio, soft and hard skills needed for jobs, job task analysis, and self-analysis of skills. Students participate in mock interviews, community site job skill assessments, and job shadowing experiences. Students are afforded the opportunity to gain work experience through co-op at the career and technology center. Students in their senior year who have completed 80% of their instructional learning guides can work part-time in their field, receive pay and school credit. A similar incentive is available for special education students with an employment postsecondary goal who are not at the career center. These students are eligible to participate in a half-day paid work experience or an unpaid community</p>	
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				<p>experience. These are motivational factors for students intent on entering the employment field directly from high school. A new program, implemented as a pilot program this year, is the Keys-2-Work program, a computer integrated program that helps students identify and improve their academic levels and allows them to crosswalk these levels with career choices they want to explore. The interactive program allows for informative video clips, level matching, exploration of soft and hard job skills, and provides reading of script and test questions. Our transition coordinator, a support teacher, and the special needs facilitator from our local career and technology center have teamed together to complete a series of 4 trainings on Indicator 13. This training should be completed this spring.</p>	
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Facilities for Nonresidential Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs as of Dec 1
ReDCo Group home	Fleetwood Area SD	1

Incarcerated Students Oversight

The Fleetwood Area SD does not have a correctional institution within the boundaries of the SD.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
none	none	0

Personnel Development - PA NCLB Goal #1

Topic	READING: Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards
Baseline Data	Progress Monitoring, Aimsweb and DIBELS Assessments. PSSA results: Grade 3, 39% are Advanced or Proficient: Grade 5, 24% are Advanced or Proficient: Grade 8, 26% are Advanced or Proficient: Grade 11, 28% are Advanced or Proficient::

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2007 and yearly thereafter	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	All new Special Education teachers and support staff will receive training in Progress Monitoring, Aimsweb and DIBELS assessments. All staff will be trained in Progress Monitoring, Aimsweb and DIBELS assessment programs. The SD will train all current teachers and continue to train teachers as they are hired in the SD. Students' individual achievement will show an increase of 2.5% for 2007-2008 school year, 5% increase for 2008-2009 school year and 10% increase for the 2009-2010 school year as monitored on Aimsweb and DIBELS Assessments.

Topic	READING: Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards.
Baseline Data	PSSA results: Grade 3, 39% are Advanced or Proficient: Grade 5, 24% are Advanced or Proficient: Grade 8, 26% are Advanced or Proficient: Grade 11, 28% are Advanced or Proficient:

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2007 and yearly thereafter	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	All applicable staff will be trained in SRA Reading Mastery on an as needed basis. All staff will be trained in the SRA Reading Mastery program. The SD will train all current teachers and continue to train teachers as they are hired in the SD. Students' individual achievement will show an increase of 2.5% for 2007-2008 school year, 5% increase for 2008-2009 school year and 10% increase for the 2009-2010 school year as monitored on Aimsweb and DIBELS Assessments and PSSA % results for the Special Education group will improve to the Advanced or Proficient 5% increase for each year of the plan.
September 2007, 2008, 2009 and 2010	IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	All Special Education instructional staff will be instructed in the program as needed. Parents of Special Education students will be invited to attend informational meetings annually. All staff will be trained in the SRA Corrective Reading program. The SD will train all current teachers and continue to train teachers as they are hired in the SD. Students' individual achievement will show an increase of 2.5% for 2007-2008 school year, 5% increase for 2008-2009 school year and 10% increase for the 2009-2010 school year as monitored on Aimsweb and DIBELS Assessments and PSSA % results for the Special Education group will improve to the Advanced or Proficient 5% increase for each year of the plan.

Topic	Math: Students with disabilities will demonstrate increased educational
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	results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards.
Baseline Data	PSSA results: Grade 3, 61% are Advanced or Proficient: Grade 5, 41% are Advanced or Proficient: Grade 8, 19% are Advanced or Proficient: Grade 11, 4% are Advanced or Proficient:

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2007 and yearly thereafter	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	All K to 6 Special Education instructional staff will be trained in using and have knowledge of and experience with the Saxon Math program. The middle school and high school staff will work with the Direct Instruction corrective math program. Students' individual achievement will show an increase of 2.5% for 2007-2008 school year, 5% increase for 2008-2009 school year and 10% increase for the 2009-2010 school year as monitored on Aimsweb and DIBELS Assessments and PSSA % results for the Special Education group will improve to the Advanced or Proficient 5% increase for each year of the plan.

Topic	READING: Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards.
Baseline Data	Currently, the Elementary Support Team (EST) follows the concept of the IST process and each elementary school building has an EST teacher. The SD is currently working on implementing the RTI model and is in the process of training at this time with all elementary buildings. The SD is attending workshops and conferences offered by PDE and the local IU.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2007 and ongoing throughout the timeframe of the plan	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences,	To begin to implement the RTI model with all appropriate staff trained in all the aspects of the model. Students' individual achievement will show an increase of 2.5% for 2007-

			school psychologists trained in RTI	2008 school year, 5% increase for 2008-2009 school year and 10% increase for the 2009-2010 school year as monitored on Aimsweb and DIBELS Assessments and PSSA % results for the Special Education group will improve to the Advanced or Proficient 5% increase for each year of the plan.
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Topic	Writing: Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards.
Baseline Data	Currently the SD uses a variety of writing programs to instruct students in this area. PSSA result-Grade 8, 40%; Grade 11, 44%

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2007 Inservice day and ongoing trainings during Inservice days, Act 80 days for the duration of the plan (2007,2008,2009,2010)	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Adopt the Expressive Writing program as the major writing program in the SD. Students' individual achievement will show an increase of 2.5% for 2007-2008 school year, 5% increase for 2008-2009 school year and 10% increase for the 2009-2010 school year as monitored on Aimsweb and DIBELS Assessments and PSSA % results for the Special Education group will improve to the Advanced or Proficient 5% increase for each year of the plan.

Personnel Development - PA NCLB Goal #3

Topic	ASSISTIVE TECHNOLOGY: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
Baseline Data	Individual students have use of various assistive technology devices. Dynavox, Dyna-writer and Vision enhancer to enlarge print.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2007 and yearly thereafter (2008, 2009, & 2010)	PATTAN Staff, IU Staff, Dynavox representative and speech therapist	Parent, New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Individual sessions with teacher, teacher aide and parent	All staff and parents and students will be trained in the use and care of the devices for use in the classroom and the community. The training for staff and students will be 100% for all years of the plan and the training for parents will be to get 80% for 2007-2008 school year, 90% for 2008-2009 school year & 100 % for 2009-2010 school year.

Topic	LOW INCIDENCE: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
Baseline Data	Deaf/Blind, 0.0%; Hearing Impaired, 0.9%; Orthopedic Impairment, 0.3%; Traumatic Brain Injury, 0.0%; Visual Impairment, 0.3%

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2007 and yearly thereafter (2008, 2009, & 2010)	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	All staff who have direct contact with a student who has a low incidence disability, will be trained in the specific disability as needed in order to implement the student's IEP. The training for staff will be 100% for all years of the plan and the training for parents will be to get 90 % for 2007-2008 school year, 95% for 2008-2009 school year & 100% for 2009-2010 school year.

Topic	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
Baseline Data	1.5% Autistic population in the SD.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2007 and yearly thereafter (2008, 2009, & 2010)	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	All staff and parents will have the opportunity to attend AS conferences presented by the state and the local IU. The IU staff will train all school staff in the basic concepts of the Autism Spectrum Disorder, K-12. The SD will offer the IU and PaTTAN trainings for staff and parents to attend as they become available. The training for staff will be 100% for all years of the plan and the training for parents will be to get 75% for 2007-2008 school year, 85% for 2008-2009 school year & 100 % for 2009-2010 school year.

Topic	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
Baseline Data	The teacher aides are being trained through the IU paraprofessional program that has been set up to train them to become highly qualified. At this time 4 teacher aides have been trained and 2 will be part of the upcoming training starting August 2007.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2007 and ongoing throughout the years of the plan (2007,2008,2009,2010)	IU Staff	Paraprofessional	IU workshop training sessions	All paraprofessional will go through the IU training to become highly qualified and move from being a noncertified aide to a certified aide in the classroom. The SD will offer the IU trainings for staff to attend as they become available. The training for staff will be to get 50% trained for the 2007-2008 school year, 75% trained for the for 2008-2009 school year & 100% trained for the for 2009-

				2010 school year.
August 2007; ongoing throughout the years of the plan	PATTAN Staff, Bridge or House Training through PDE.	New Staff, Instructional Staff	Conferences, PDE training sessions	All teachers at the secondary level will become highly qualified in a content area to teach at the middle school and/or high school level. The SD will offer the IU, PaTTAN and PDE trainings for staff to attend as they become available. The training for staff will be to get 50% trained for the 2007-2008 school year, 75% trained for the for 2008-2009 school year & 100% trained for the for 2009-2010 school year.

Personnel Development - PA NCLB Goal #4

Topic	BEHAVIOR SUPPORT: Students with disabilities will interact with others in their school environments in an effective manner so that their behavior does not impede their learning or the learning of others. Expulsion/Suspension.
Baseline Data	- Currently the school district spends time reviewing school rules and expectations with students at the beginning of the year. This is primarily achieved through individual teacher instruction. The elementary level has a set of school wide rules that are displayed throughout hallways and classrooms. At the middle and high school level, various school rules and policies are provided to students and parents in the form of a student handbook. Classroom teachers deal with low level behaviors in their classrooms through proximity control, redirections, praising appropriate behavior and ignoring, where appropriate. Many teachers have implemented class wide behavior plans; however, this is not mandated at any level. When student behavior is beyond routine classroom discipline issues, or are persistent problems, classroom teachers have a variety of support options. At all levels, isolated incidents of inappropriate behavior that are fairly significant may result in a referral to the principal for disciplinary action. Ongoing and persistent difficulties are typically referred to the behavior support teacher at the Elementary level. This is a dually certified special and general education teacher who spends 2 days per cycle at each elementary building. Her primary role is to run social skill instruction groups, consult with teachers for classroom and individual behavior difficulties, and help with monitoring and implementing interventions for behavioral difficulties with individual students. At the middle and high school level, individual teachers will often consult with the school counselors and school psychologists on behavioral difficulties. Students with disabilities who experience behavioral difficulties have behavior intervention plans that are created by the IEP team with consultation provided from the school psychologist. The approach to behavior plans in the district is positive in nature and linked to

assessment results related to the function of behaviors. School district staff has sought training and consultation from the behavior specialists at the Intermediate Unit. This school year, IU staff came to provide ongoing consultation with the middle school life skills teacher to assist with some behavioral difficulties present in her classroom. Additional support was provided by the IU in the form of an Autism support training that was attended by two teachers and a school psychologist working with a particular student in need of more intensive behavioral support. This training allowed time to discuss individual cases so that the IU staff could provide feedback and consultation regarding the case. The ideas were then implemented in the classroom. Expulsion/Suspension. The data for the 2006-2007 school year-- Expulsion: 0 students were expelled at all grade levels Suspension: 1 student at the high school level was suspended for more then 10 days all other students at all levels that were involved in a suspension situation had a total of 1 to 7 days of suspension for the 2006-2007 school year. High school level--1 student had 16 days, 1 student had 7 days, 2 students had 6 days, 1 student had 5 days, 2 students had 4 days, 4 students had 3 days, 3 students had 2 days and 9 students had 1 day for a total of 23 students that were suspended at the high school level. Middle school level--1 student had 7 days, 2 students had 4 days, 3 students had 3 days, 2 students had 2 days and 8 students had 1 day for a total of 17 students that were suspended at the middle school level. There were no students suspended at the elementary level.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Ongoing beginning in August 2007 and throughout the plan (2007,2008,2009,2010).	PATTAN Staff, IU Staff, school psychologists; Itinerant ES teacher	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	The school district has formed an Rtl implementation team that is currently focusing on academics. Once this is finalized the model will be transferred to behavior. The district team has discussed the need for simple and brief school rules at each level that can be explicitly taught to all students. Examples and non examples of appropriate behavior will be modeled for all students in a school wide assembly at the start of the year, with booster sessions throughout the year. Teachers would then provide positive reinforcement and some type of incentive (points, tokens, etc)

				<p>for catching good behavior. These incentives could then be redeemed at a school store or selected from a prize drawing. These ideas have been discussed by the Rtl team as a part of implementing universal behavior supports. Currently the team is in the process of reviewing literature and examining other potential supports to implement at the Universal or Tier I level. Teams will continue with IU trainings in the coming school year. In order to support students with more intensive behavioral needs, school staff will continue to have opportunities to attend specialized trainings for students with low incidence disabilities at the Intermediate Unit. The expected results of the trainings and models that the district is moving towards will be to decrease the number of students that need individual behavior plans and special education services for behavioral difficulties. Expulsion/Suspension. The number of expelled students will remain at 0 to maintain the 100% as to students not being expelled in the SD. 2007-2008 school year--maintain the 100% students not being expelled. 2008-2009 school year--</p>
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				<p>maintain the 100% students not being expelled. 2009-2010 school year--maintain the 100% students not being expelled. The number of suspended students will decrease over the three years of the plan for both over and under 10 days of suspension. 2007-2008 school year--decrease the number of students being suspended over 10 days by 100% and will decrease the number of students being suspended under 10 days by up to 70%. 2008-2009 school year--maintain the number of students being suspended over 10 days at 0 students and will decrease the number of students being suspended under 10 days by 80%. 2009-2010 school year--maintain the number of students being suspended over 10 days at 0 students and will decrease the number of students being suspended under 10 days by 90%.</p>
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Personnel Development - PA NCLB Goal #5

Topic	TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adulthood.
Baseline Data	The Berks County Intermediate Unit operates the Early Intervention Programs. The school district coordinates the Transition process for students ages 14 and older. For our baseline, we used the following data: In the year 2006, Fleetwood graduated 213 students and had 18 students drop out. Of these totals, 20 students were IEP students who graduated and 2 were IEP students who dropped out. Using the 10% variation from the average, as figured for Section 5, graduation and drop out rates, the district graduation rate was 92.20% with a lower range of

82.98% and an upper range of 100%. The rate of students with IEPs that graduated was 90.91% which falls within the expected range determined for the district. The drop out rate for the district was 7.79%. Applying the 10% variation from the average, the district drop out rate lower boundary was 7.21% and the upper boundary was 8.57%. The drop out rate for students with IEPs was 9.09% which falls above the 10% upper limit of the district graduation rate. A review of student summary of performances shows that progress on all students with IEPs was gathered in academic and functional areas. Included were copies of certificates of competencies earned from various shops at Berks Career and Technology Center with the identified occupational title.

Recommendations of the next step in moving towards an identified post secondary education/training, employment, or independent living outcome were also noted. Additionally, accommodations used in high school were also listed. Review of measurable post secondary goals (outcomes) reveals that the goals are not measurable. Graduation survey information was not available for analysis for the 2006 graduates as this data will only be collected after June 1 of this year, when graduates will have been out of high school for one year. The 2005 survey yielded a 31.25% participation rate. A review of the previous year showed a sharp decline in participants in the phone survey. Earlier annual surveys had yielded participation in the 70-85% range. Explanation of Data: Examination of the data yielded the following results: As explained in section 5, because of the small number of seniors identified, numerically, 2 students dropping out had a high impact on our drop out percentages. Noted was the fact that, as with the state comparison before, now comparing our IEP rates with the district rates, if we had only one student drop out, our percentage would be 4.54% which would have placed us disproportionately below the district lower limit of 7.21%. We had one student more, a total of two students drop out which put us at the 9.09% which is above the district upper limit of 8.57%. Once again, statistically, with our small number of special education students, it is impossible for us to fall within the district range of 10% above or below the district average of 7.79%. Information as shown on the Summary of Performance was complete and presented in an easily understood manner. This area appeared to be user friendly for the graduating senior. Prior training on post secondary goals (which used to be outcomes) did not require a measurable goal in this section. Changes due to Gaskin, and the reauthorization of IDEA, as well as federal monitoring and review of state practice have necessitated changes in documentation in this section. Teachers will require training to complete this section to meet the new standard of a measurable goal. The sharp decline in responses to the annual phone survey triggered a more in depth analysis. The problems identified centered on contacting the graduated students. Phone numbers were disconnected, rang unanswered with new answering machine/voice mail pick-ups, or were wrong numbers. This marks a change in our community. Landlines can no longer be the sole source of communication, as many homes no longer use landlines as their primary form of communication. Due to mobility of families and the increase of cell phones, our district needs to identify more than one contact number for each graduating student, including one for someone outside the immediate family who would maintain contact with the student even if the student moved.

Anticipated Training	Training	Training	Training	Evidence of Results
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Dates	Partners	Participants and Audience	Format	
<p>Ongoing Training throughout the years of the plan (2007,2008,2009,2010)</p>	<p>PATTAN Staff, IU Staff</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences</p>	<p>Explanation of Current Opportunities: Currently, assessments, including the Skills Assessment Module, the Career Exploration Inventory, the Net Career Values Inventory, the Net Career Interests Inventory, the Guide for Occupational Exploration Interest Inventory, the Barriers to Employment Success Inventory, the Job Search Attitude Inventory, and the Work Orientation and Values Survey are administered and used with students as appropriate. Keys2Work is new to our district this year as a pilot program and is being used with a few students to assess skills and match skill levels with careers and career exploration. Two of our teachers collaborate with a neighboring district and offer training to parents and student of both districts on students with disabilities preparing to go to a post-secondary education/training experience. Work is done on self-advocacy/self-determination to some extent with teachers and a workshop is offered for seniors on self-advocacy skills. An annual countywide post-secondary phone survey is administered to all graduating</p>

			<p>seniors. Information from these surveys is used to drive the work of the Berks County Transition Coordinating Council and our local district. Trips are scheduled to Reading Area Community College to connect students with post-secondary education and to CareerLink to connect students with a post-secondary employment outcome. Our teachers are trained on data collecting and analysis through progress monitoring training presented by our Intermediate Unit to three teams of special education educators and shared with other special education teachers. The Transition Coordinator and a resource room teacher are currently training on Indicator 13, dealing with transition and documentation in IEPs. Indicator 14 training has also begun. Community living outcomes are addressed through our life skills curriculum and through the county based Transition House program. Life skills teachers have knowledge of their programs and 11th and 12th grade teachers know about the Transition House program. Collaboration with county agencies is ongoing. The transition coordinator and a teacher attended training on county</p>
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			<p>agency services this year. Transition planning is reviewed and updated at least annually with input from the students included. Summaries of performance were prepared for each graduating senior last year. District Plan for Improvement The summer of 2007, those trained by the state on Indicator 13 will train all high school special education staff. Staff that attended county agency service trainings on county agency services provided and ways of accessing services will also train high school staff. As a state identified year three district participant in Indicator 14, follow-up survey school, the transition coordinator will attend training in the 2007-2008 school year for part 1 of the survey and in 2008-2009 for part 2 of the survey. This information will be shared with all five special education staff that track seniors with IEP needs. This will insure accurate accumulation of required data. The Berks County Transition Coordinating Council follow-up phone survey will continue to be administered annually, with the Transition Coordinator attending administrating trainings and follow-up analysis of data trainings. Multiple phone number</p>
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				<p>contacts for individual students will be recorded as provided by the student. This information will be shared with high school staff at department meetings. Additional staff will be trained on Keys2Work so that students can better access the program during the 2007-2008 school year. In addition to training, the use of this program will be facilitated more easily as student computers are upgraded and provided in additional special education classrooms. The information on the workshop for parents and students focusing on students with disabilities planning on attending a post-secondary education/training program will be updated annually and presented annually along with a panel of experts made-up of local college disability service staff, adult service agencies, and former students with disabilities who attended post-secondary education/training. The transition coordinator will continue to attend countywide bi-monthly transition coordinator training meetings at BCIU and bi-monthly Berks County Transition Coordinating Council meetings to receive up-to-date county, state, and national information on</p>
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				<p>Transition. PATTAN trainings specific to transition will be attended as well as conferences dealing with transition by outside organizations. This information will be shared with appropriate teachers. This information can pertain to law changes, document format changes, document content changes, employment issues, post-secondary education/training issues, community living issues, assessment, interests and preferences, transition services, agency input and other issues dealing with transition. The transition coordinator will continue to serve on the Interagency Committee to obtain current information to share with staff on an ongoing basis. More training on special education issues will be provided to regular education teachers on at least an annual basis to inform teachers of their responsibilities under the law, and students rights under the law. Emphasis will be on a team approach between special educators and regular educators.</p>
<p>Ongoing Training throughout the years of the plan (2007,2008,2009,2010)</p>	<p>PATTAN Staff, IU Staff</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods</p>	<p>Combination training from the IU and the school district for parents to assist them in the transitioning process from Early Intervention (EI) to school-age programs.</p>

				The receiving school-age professional staff member should attend the IEP meeting when a student is transitioning from an EI program.
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Ensuring FAPE

At this time the FASD has had some difficulty providing FAPE for students who need additional mental health services in an ES class. Currently the SD has placed students outside the SD and county at times to provide an appropriate program for the student.

The SD also has had difficulty providing FAPE for severely autistic students and at this time was able to place the student in an appropriate program in another county in a neighboring SD.

The SD has had and continues to have difficulty providing FAPE for all Speech/Language students. This past school year the SD has contracted with several agencies and individual therapists to provide speech to the students needing this service in the educational setting. The SD continues to advertise and is trying to locate a SD employed speech therapist(s) for the upcoming school year. Any student that has missed any of their speech services during the 2006-2007 school year will have the therapy made up via the summer or additional services during the next school year when enough therapy time can be delivered by qualified speech therapists.

Hard-to-Place Students

The FASD works collaboratively with neighboring school districts, the Berks County Intermediate #14, a neighboring Intermediate Unit, PaTTAN-KOP & Harrisburg, approved private schools, and licensed private schools. At monthly Berks Administrators of Special Education (BASE) meetings, colleagues share any students they may encounter who need special placements, the situation is reviewed and experiences shared as to placement possibilities and contacts for the student. The school district requests local interagency team consultation through the Berks County Children and Adolescent Service System Program (CASSP). When it is apparent that a student is at risk of waiting more than 30 days for an appropriate educational placement, the situation is immediately reported to the state Intensive Coordinator.

Collaboration in Providing Services

The FASD is a member of the county CASSP committee and works together with the county Office of Mental Health/Mental Retardation, the Office of Children and Youth, the Office of Vocational Rehabilitation and the Juvenile Probation Office. The Student Services invites case managers and Provider 50 representatives from these agencies to attend IEP meetings. Their attendance helps facilitate the placement of students with disabilities. Contacts are also made to agencies via phone and e-mail to keep informed as to the status of the student's placement.

Improving Program Capacity

The FASD plans to continue to use the interagency approach to improve its program capacity through ongoing communication with other pertinent agencies who support students with disabilities. In this way as new programs open and varied approaches develop, the school district will be informed and have the ability to proactively meet the student's needs that cannot be met in the classes provided by the SD. The SD will continue to monitor the number of students that are placed in district run ES, LS, LSS classes and speech therapy services and if the numbers warrant the SD will work on expanding programs as needed to comply with caseload factors.

Coordination of Available Funds/Resources Usage

The FASD participates in the ACCESS program and is reimbursed for approved services. The SD has billed for fifty-one students this year to the ACCESS program. The SD also applied for monies to be reimbursed to the district via the Contingency Fund program. Twelve students were submitted and made the criteria to be reimbursed by the Contingency Fund program provided thru PDE.

Number of Students Billed to ACCESS

The FASD billed 51 students to ACCESS.

Ensuring Maximum Integration

19. LRE- Ensuring Maximum Integration:

At the start of the school year, the special education department holds an in-service day to review procedures for the coming year. At the 2006-2007 Special Education in-service, a new procedural manual was presented and reviewed with staff. Included within this manual is information pertaining to Least Restrictive Environment. Consideration of LRE in all placement decisions and at all IEP meetings was discussed with staff at this in-service. Staff also has printed material in the manual to use for reference. Included in the printed materials that are provided to all special education staff is a LRE flowchart that was taken from the PDE website. Information regarding the Gaskin settlement was provided to staff in written form at the in-service meeting, as well as verbally presented and the new section of the IEP related to LRE calculations was reviewed. Our special education department has also had two different teaching teams attend progress Monitoring Workshops at the Intermediate Unite. LRE was discussed during these trainings and calculating the LRE was modeled and practiced. Regular and Special Education teachers are currently attending training on school wide progress monitoring (Rtl) as a joint team, presented by the Intermediate Unit. Through this series of trainings, the district is developing a 3 tiered model of supports to students that should lead to fewer students being in need of special education services. The district has made a commitment to Rtl, and is working on an action plan that will provide more supports and early intervening services to general education students in order to prevent school failure and keep students in the general education program. Our district currently has a strong Instructional Support Team at the elementary levels that implements research based academic interventions through the general education. We also have Title I reading, which this year has adopted a research validated intervention curriculum to use with general education students. For students who are not successful with the general education supports and go on for special education referrals, a thorough evaluation of all areas of suspected disability is conducted. Both district school psychologists have training in the legal requirements of LRE and have worked as inclusion facilitators as part of their University training. The evaluation team is often able to make recommendations to the IEP team that are focused on providing accommodations and support that will allow the student to remain with their peers in general education to the maximum extent possible. At IEP meetings, parents are given information about LRE and the calculations are explained in that section of the IEP. The IEP teams have the PDE flowchart to reference when discussing the appropriate programming for students. Teachers and administrators have been trained through the in-service and IU trainings to ask , "What modifications could be made to the general education setting in order to make it a good fit for the student?", before moving on to more restrictive settings. As an additional effort to foster inclusion of students with severe disabilities, the high school recently started a peer buddy program with the life skills classroom. This program has grown to include 10 regular education students who volunteer to spend study hall periods in classes (both within the life skills room and elective classes) with students with severe disabilities.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
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Foster Parent's home	Other	Educational and related services	1
Catasauqua Area SD	Neighboring School Districts	MDS-Behavioral class	1
Northern Lehigh SD	Neighboring School Districts	Enhanced ES class	1
Southern Lehigh SD	Neighboring School Districts	Partial hospitalization school-based program	1
Centennial School	Approved Private Schools	ES school	1
Lehigh Learning and Adjustment School	Special Education Centers	Enhanced ES class center based	1
St. Stephen's Lutheran Academy	Other	Residential Treatment Facility	1
St. Joseph's School	Other	Residential Center-MDS class	1
Alsace	Other	Center-based ES class	1

LRE Data Analysis

SE Outside Regular Classroom < 21%	SE Outside Regular Classroom 21-60%	SE Outside Regular Classroom > 60%	Special Education students in Other Settings	Data Analysis	Plans for Improvement
45.87%	44.34%	8.26%	1.53%	<p>State reporting 47.2% for students in Special Education <21% of the time. State reporting 34.0% of students in Special Education between 21-60% of the time. State reporting 14.4% of students in Special Education >61% of the time. State reporting 4.4% of students in Other Settings.</p>	<p>The SD is in line and below with the state percentage of students in Special Education < 21% of the time. The district is working on the Response to Intervention model in order to decrease the district percentage of students who receive Special Education between 21-60% of the time. The district is in line and below with the state percentage of students who receive Special Education >60% of the time. The district is in line and below with the state percentage of students who receive Special Education in Other Settings.</p>

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	FAHS	S	GE	R	LS	17	19	18	1.00
-	SD	FAHS	S	GE	R	LS	16	18	14	1.00
-	SD	FAHS	S	GE	R	LS	15	18	15	1.00
-	SD	FAHS	S	GE	R	LS	14	16	15	1.00
-	SD	FAHS	S	GE	I	LS	15	19	25	1.00
-	SD	FAHS	S	GE	R	ES	15	19	12	1.00
-	SD	FAHS	S	GE	PT	LSS	14	18	5	1.00
-	SD	FAHS	S	GE	PT	LSS	16	20	6	1.00
-	SD	FAMS	M	GE	R	LS	13	16	20	1.00
-	SD	FAMS	M	GE	R	LS	12	14	20	1.00
-	SD	FAMS	M	GE	R	LS	11	13	18	1.00
-	SD	FAMS	M	GE	R	LS	10	12	20	1.00
-	SD	FAMS	M	GE	R	ES	11	14	14	1.00
-	SD	FAMS	M	GE	PT	LSS	10	15	9	1.00
-	SD	FES	E	GE	R	LS	7	11	15	1.00
-	SD	FES	E	GE	PT	LSS	6	10	9	1.00
-	SD	Andrew Maier	E	GE	R	LS	8	11	14	1.00
-	SD	Andrew Maier	E	GE	R	LS	7	10	10	1.00
-	SD	Richmond Elem	E	GE	R	LS	6	13	9	1.00
-	IU	District Wide	E	GE	I	SLS	5	21	65	1.00
-	IU	District Wide	E	GE	I	DHIS	6	21	8	.20
-	IU	District Wide	E	GE	I	BVIS	6	21	15	1.00
-	IU	District Wide	E	GE	I	SLS	5	21	65	1.00
-	IU	District Wide	E	GE	I	SLS	5	21	25	.30

Justification: The Life Skills Support (LSS) Program located in Fleetwood Elementary School is over the age range of three years for an elementary class and the LSS program in Fleetwood Area Middle School is over the age range of four years for a secondary class. All parents of students in the classes are aware of this and have agreed, through the IEP process, that the program is appropriate. FAMS-LSS--The class is a Life Skills Support class that has middle school students in the program, it is a low incidence population class and the IEPs are being met in the classroom. FES-LSS-- The class is a Life Skills Support class that has elementary school students in the program, it is a low incidence population class and the IEPs are being met in the classroom FES/RES-LS--The FASD has a resource room model at all the elementary schools in the SD to have the students that are in the learning support classes attend their neighborhood school. The students are seen by grade level and if there are any students in the classroom that are outside the 3 year span these student(s) are seen in another group, either by the teacher or the teacher's aide for their instruction or review at the time they are in the resource room. When necessary the age span range is documented in the IEP for parent approval.

Support Staff (District)

School District: Fleetwood Area SD

ID	OPR	Title	Location	FTE
-	SD	School Psychologists	District Wide	2.00
-	SD	Paraprofessionals	District Wide	19.50
-	IU	Speech Therapist	Richmond Elem.	0.20
-	C	Speech Therapists	FAHS, FAMS, FES, Andrew Maier Elem.	2.10
-	C	Physical Therapists	District Wide	1.20
-	C	Occupational Therapists	District Wide	1.20
-	C	Hearing Therapist	District Wide	0.20
-	C	Vision Therapist	District Wide	1.00
-	SD	LPN	FAHS	1.00
-	C	Nurse-RN	FES	0.50
-	C	Prescriptive Motor Therapist	District Wide	0.20
-	SD	Adaptative PE	District Wide	1.00
-	C	Director of Student Services	District Wide	1.00

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	IU	Speech Therapy	9 Hours
-	IU	Hearing Therapy	2 Hours
-	IU	Vision Therapy	21 Hours
-	Austill's	OT	26 Hours
-	Austill's	PT	32 Hours
-	Easter Seals	OT	4 Hours
-	Easter Seals	PT	5 Hours
-	Therapy Source	Speech	33 Hours
-	Individual Therapists	Speech	29 Hours
-	Bayada Nurses	Nurse	18 Hours
-			Hours

ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS

School Years: 2007 - 2010

The Fleetwood Area SD within Berks County IU 14 assures that the school district will comply with the requirements of 22 PA Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education plans will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code Â§14.104:

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 plan 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 assures 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.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

Board President

Date

Superintendent

Date