

Fleetwood Area SD
Special Education Plan Report
07/01/2016 - 06/30/2019

District Profile

Demographics

801 N Richmond St
 Fleetwood, PA 19522
 (610)944-8111
 Superintendent: Paul Eaken
 Director of Special Education: Gwynn Bollinger

Planning Committee

Name	Role
Amaal Awadalla	Administrator : Professional Education Special Education
Gwynn Bollinger	Special Education Director/Specialist : Professional Education Special Education
Paul Eaken	Administrator : Professional Education Special Education
Charlene Fisher	High School Teacher - Special Education : Special Education
Timothy Heffner	Board Member : Special Education
Cindy Levensgood	Elementary School Teacher - Special Education : Special Education
Chris Redding	Administrator : Special Education
Jessica Saunders	Ed Specialist - School Psychologist : Special Education
Maureen Sitler	Elementary School Teacher - Regular Education : Special Education
Amelia Spatz	Elementary School Teacher - Special Education : Special Education
Mary Templin	Parent : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 446

Identification Method

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

Referrals for a specific learning disability are generated based on a parent or teacher request. If a parent makes a verbal request an Evaluation Request Form is issued to the parents within 10 days to aide them in putting their request in writing. The school will send a Prior Written Notice-Initial Evaluation form and request for consent form to the parent. After the Prior Written Notice-Initial Evaluation has been signed by the parent, a mutli-disciplinary evaluation is conducted to determine the presence of a specific learning disability. Four steps are followed in this evaluation:

The school psychologists first determine whether the student is meeting state approved grade level standards in the following eight academic areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, math calculation and math problem solving, this decision is made based on numerous assessments which include a review of records consisting of report card grades, PSSA scores and curriculum based assessments. In addition, a standardized achievement is administered and teacher and parent input are gathered. The second step is administering a cognitive assessment. The Discrepancy or Patterns of Strengths and Weaknesses Model is then used to analyze the student's profile. This identifies strengths and weaknesses as evidenced by a severe discrepancy between intellectual ability and achievement in the eight academic areas listed above. Similarly, the student's profile is assessed for strengths and weaknesses as indicated by a severe discrepancy among achievement levels.

Third, if the student is not meeting grade level standards, a severe discrepancy has been found, then the school psychologist examines whether these findings are not primarily a result of: a visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage or limited English proficiency. To assess these areas the school psychologist reviews the student's health records, cognitive profile, home language survey and assessments of English language proficiency levels. He or she also obtains parent and teacher input, conducts interviews with team members, including the student. The school psychologist administers social, emotional and behavioral rating scales, if warranted.

Fourth, if the findings are not found to be the primary result of the factors listed above, the school psychologist ensures that the student's weaknesses are not due to a lack of appropriate instruction. The school team confirms that the student has consistently received appropriate instruction. This is completed through a review of attendance records and district's statement of appropriate core curriculum which includes the essential components of reading and appropriate

instruction in math. Next, he or she conducts an examination of research based interventions implemented and the student's rate of progress in these interventions relative to his or her peers. This is obtained from an analysis of repeated assessments conducted at reasonable intervals. Furthermore, the student's behavior and effect on learning are evaluated through a systematic classroom observation conducted by the school psychologist.

In conclusion, if the student meets the above criteria, he or she will be identified with a specific learning disability. The school team determines whether the student demonstrates a need for specially designed instruction. If the student meets the criteria of a Specific Learning Disability and demonstrates a need for specially designed instruction, they are determined to be eligible for special education services. Regardless of the conclusion of the evaluation report, a multidisciplinary meeting is offered to discuss the results of the evaluation with the parents and school team members.

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 Fleetwood Area school district is disproportionate in the areas of Other Health Impairment and Speech.

In order to address these needs within these areas the following will be done and are currently being done

The speech staff is using a informal RTII approach to meet the students needs and as a screener and pre referral process in order and in hopes of decreasing those students in need of specially designed instruction within the area of speech. We began this process 2 years ago and focussed on the elementary buildings with a small population and only targeting articulation. We will continue to work on this and have been at the elementary buildings, middle school and high school settings in the areas of articulation and language. The process is a push in process into the general education classrooms and supported by the speech therapist. Strategies are given by the speech therapist and are to be done at home and during target time in order to address the students areas of need. Monitoring occurs throughout this process, by the speech therapist and team, to assure progress is being made and consistency is occurring.

For the area of Other Health Impairments the district will plan on a more preventative approach, a behavior screener will be put into place district wide, interventions will be implemented through the general education setting based on the results of the behavior screener which will decrease the amount of students who could potentially qualify under the Other Health Impairment disability category. We will also review those students who are already identified with Other Health Impairments and through the Re- Evaluation process would determine if there is a continued need

for Specially Designed Instruction. The district will also continue to work on a district-wide behavioral screener for all students as well as review and monitor those students who are already receiving supports through the informal RTII process.

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?

Currently the district does not have any non-resident students, however, should the case arise, the IEP team would re-convene to assess the needs of the student. The IEP team would meet to discuss the next steps based upon the needs of the student, as a team, we would plan based upon the students strengths and needs. The district ensures that we meet this obligation by providing the same rights, transportation and services as resident students are provided. The district ensures that students are receiving a free appropriate public education in the least restrictive environment by assessing the individual needs of the student placed in a non-resident setting. The IEP team would also be re-convened to assess the needs of the student. Once this is done, the district would then follow the MDT referral process to determine if additional data is needed. The districts reevaluation process would then be initiated, if needed.

At this time no barriers have been identified due to the district not having any non-resident students.

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).

We collaborate as the LEA in a new educational incarcerated environment ,if we are the home district, in order to ensure FAPE of our students incarcerated outside of the district.If one of our students was to be incarcerated we would take the following steps to assure that the students are being provided with an appropriate educational setting. All educational supports would be provided on site to the students, all academics and related services would be provided as well as monthly meetings would occur to monitor progress as well as on site checks. This would occur, as deemed necessary, by each individual incarcerated student.

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.

We consider all accommodations and modifications that are provided in the general education setting prior to pulling the student into the special education setting prior to a more restrictive placement. There are some students within our district that have severe impairments. These students need intensive support, repetition, and feedback. The students' needs require specialized environments in order to make meaningful progress towards their goals and objectives. The IEP team discusses a multitude of supplementary aids and services that could include collaborative strategies such as co-teaching, scheduled time for regular team meetings and coordination with community support agencies. Another support includes instructional strategies such as testing accommodations, modified or adapted instruction, the support of the building aides or a paraprofessional to serve as a one on one for the student. The IEP team discusses social and behavioral services including social skills instruction, Functional Behavior Assessments, Behavior Intervention Plans, and counseling groups, as well as environmental services such as; small group and guided instruction, preferential seating, assistive technology, alternate settings for assessments or instruction. According to each student's individual needs, the above services can be provided in all buildings in the general education classroom to the maximum extent possibly, as well as in the special education classroom.

The district replicates successful programs, evidenced based models and other PDEs sponsored initiatives to enhance or expand the continuum of supports and services by the following: School-Wide Positive Behavior Support, social skills training at all levels, SAS portal to ensure which services would best meet the child's needs, No Place for Hate program at the high school level, Verbal Behavior program at all levels, community-based agency to address drug and alcohol abuse at all levels, outside providers that address needs (such as discipline, motivation, active parenting, encouragement, active listening, etc.), Safety Care, and training throughout the year provided by Pattan and Berks County Intermediate Unit on program development, assistive technology, behavior, and review of individual student progress.

Based on the December 2014/ 2015 childcount, the number of special education students inside the regular education class 80% or more of the school day is 59.6%, which is below the target and state

average. The number of students inside the regular classroom less than 40% of the day is 4.4%, which meets the state target. Students in other settings is 3.2%, which is less than the target and state average.

Currently the number of students out of district is 18. This determination was made based on an individual basis after numerous revisions to the IEP, including changes within the academic programming (such as, placement changing from itinerant to supplemental or supplemental to full time or replacment instruction being given)

For behavioral interventions examples such as, a Functional Behavioral Assessment is conducted followed by a Positive Behavior support plan as well as observational and data collection is done. Support staff assists in this process by giving a more individualized approach with the students.

These students are placed in a variety of settings to address each of their individual needs as discussed above.

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 Fleetwood Area School District's Behavioral Support Policy includes all components as required by IDEA 2004 and the revised Chapter 14. The Behavioral Support Policy for our district is included in the policy manual (Policy 113.2). The district implements behavior interventions that are positive and teach skills needed to learn. Teams, including parents, special education teachers, regular education teachers, school psychologists, guidance counselors, administrators, nurses, paraprofessionals, speech/occupational/physical therapists, and when appropriate, the student. All staff in the buildings including bus drivers, custodians, paraprofessionals, classroom teachers, and administrators reinforce the school-wide plans. All five buildings within the district reinforce positive behaviors using a type of token such as PAWS, cub club coupons and PRIDE tickets. By reinforcing positive behaviors through the PBS, the students become motivated to follow the rules and earn tokens. The plans have weekly and monthly components that reinforce the students' positive behaviors over longer period of time. The components do involve individual and entire classes as motivating pieces such as monthly "golden" awards and names shared over the announcements. Tier two strategies such as check in and check out are implemented in all three elementary buildings. Every building has team meetings when concerns are brought to the administration's attention through behavior reporting forms. In addition, each also utilizes social skills instruction to help students to become successful. One building is going through the process of being recognized by the state for the use of Positive Behavior Support. An elementary building has also implemented a behavior screener that is completed three times a year.

The Fleetwood Area School District provides training to staff in writing and implementing FBA and PBSP, de-escalation strategies, special education law, social skills training, and Safety Care training (about 70 are certified). There have been staff members that have attended the Berks County Intermediate Unit on topics relating to behaviors, social skills, and the FBA/PBSP process. The school-wide plans at all levels have been implemented and staff from each building have attended the PBIS forum in Hershey, Pennsylvania to learn strategies and interventions that have been successful at other districts. Several staff members have attended the Berks IU training to be highly qualified which includes segments of training related to dealing with behavioral issues. Within the district, staff members have attended de-escalation training, Safety Care training, and training in following/writing behavior plans. The district has School-Based Behavioral Health Services through the Caron Foundation which includes Student Assistant programs and trainings to the staff. Other behavioral services are provided through: Service Access Management, (MHMR), counsel on chemical abuse, Reading Center for Mental Health, Berkshire Psychiatric, Concern and Berks County Children and Youth.

We also will be working on implementing a district wide behavior screener as part of the universal screening process. The screener will be used to form social skills groups based on needs identified through the screening process.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The director is in constant communication with the CASSP committee and the Berks County Intermediate Unit who assist in interagency collaboration to help find services for hard to place students.

The Fleetwood Area School District utilizes an interagency approach to improve program capacity in a number of areas within the district. There are a variety of agencies that the LEA works with to ensure the maximum performance from students. IEP's are developed in correlation with representatives from these agencies. Some of these services are provided through New Story (Kenhorst and Wyomissing site), Kidspace, Lifeworks, Partners, CHOR, River Rock Academy, Centennial, Melmark School District, Hogan Academy, and specialized intermediate unit classrooms. Depending on the needs of the population of the school district, additional supports through community based agencies or educational placements may be explored.

The district also employs a transition coordinator, a contracted district-wide BCBA, a full time behavior specialist, a certified trainer for Safety Care, guidance counselors in each building and a

representative at the middle and high school level from the Caron Foundation. The district also contracts with a Deaf/Blind Consultant and an audiologist. Based on previously identified gaps, the school district has implemented a Verbal Behavior Program and School-based Counseling at all levels.

During the life of this plan, the school district will be implementing a representative from the Caron Foundation at the elementary level. We will be collaborating with OVR to provide transition services for students in ninth through twelfth grade. OVR will be collaborating with other service providers to facilitate work assessment experiences and job coaching. Some of our current students at BCTC have participated in a pilot Work Partners Program in collaboration with OVR. As this program expands at BCTC, we will participate in the pilot expansion.

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.

Some of the strengths and highlights of the current special education services are: Learning Support, Emotional Support, Verbal Behavior program within the Life Skills Support classrooms

A strength within our Learning Support classrooms are our direct instruction programs that are research validated as well as individualized instruction to meet each students needs.

A strength within our Emotional Support classrooms is our ability to build a relationship with our individual students and parents/guardians, as well as, collaboration with general education teachers regarding behavior plans.

A strength within our LSS classrooms includes the implementations district wide of the verbal behavior program as well as connections with multiple agencies that support the needs of the students.

We also provide a variety of services to ensure the students are offered FAPE in the LRE. Some examples include, a district-wide behavior specialist, school-wide positive behavior support at all levels, academic intervention specialists at the elementary level, school counselors and school psychologists. Social Skills instruction is administered at all levels to those students who are in need of this service. Related services provided include Physical Therapy, Occupational Therapy, Speech, Orientation and Mobility, vision, hearing, customized work training, Prescriptive Motor Training, and Material Specialist. All special education classrooms use research validated curriculum and interventions. To progress monitor our students we use AimsWeb, Dibels, Quantitative Reading Inventory, and Fuchs & Fuchs.

The Fleetwood Area School District provides trainings for staff, faculty, and parents. For the staff and faculty these training days are held on; Act 80 days, in-service days, department meetings at

each level, workshops through the IU, Pattan and bringing in consultants to address the various needs of the faculty and staff. Parent trainings are offered in the evening on a variety of topics for parents of students of all age ranges. On special occasions, the Fleetwood Area School District partners with other districts to provide training. The district also participates in presenting at county-wide events for training purposes.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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St. Edmonds/Radnor School District	Approved Private Schools	Autistic Support	1
Foundations Behavioral Health Hospital	Approved Private Schools	Autistic support	1
Kidspace	Other	Emotional Support	6
New Story-Wyomissing	Other	Autistic/Behavioral support	2
New Story-Kenhorst	Other	Emotional Support	3
River Rock Academy	Approved Private Schools	Emotional Support	2
Hogan Academy	Other	Autistic Support	2
Centennial	Approved Private Schools	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 9, 2016

Reason for the proposed change: Transitions due to student body increase and new enrollments.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD-Willow Creek Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 6	3	0.7
Justification: No discrepancy when instructing students							
Willow Creek Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	5 to 7	4	0.3

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 9, 2016

Reason for the proposed change: Caseload numbers warranted the added support

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD middle school	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 13	5	0.7
FASD Middle school	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	11 to 13	2	0.3

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload warranted the added support.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD Willow Creek Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	4	0.3
Justification: No discrepancy when instructing students							
FASD Willow Creek Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	12	0.7
Justification: No discrepancy when instructing students							

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload numbers warranted the added support**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD Middle school	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	25	0.6
FASD Middle School	A Middle School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	6	0.4

		operated					
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Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Transition of students from one year to the next, newly identified and new enrollments.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD Richmond Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 11	10	0.85
Justification: No discrepancy when instructing students. This is also documented within the oldest student's IEP and in accordance with regulations.							
FASD Richmond Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	2	0.15

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Due to new enrollments and newly identified, caseload has changed.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD Middle school	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	18	1

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload numbers warranted the added support**PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
FASD high school	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	14	0.35
Fleetwood Area high school	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	13	0.65
Justification: No discrepancy when instructing students.							

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload numbers warranted the added support**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD high school	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	7	0.5
Justification: No discrepancy when instructing students							
FASD High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	21 to 21	1	0.1
FASD High school	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	17 to 21	4	0.4

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload numbers warranted the added support**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD Andrew Maier Elementary school	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	7	0.8
FASD Elementary	An	A building in	Itinerant	Learning	9 to	2	0.2

School Andrew Maier	Elementary School Building	which General Education programs are operated		Support	11		
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Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload numbers warranted the added support**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD elementary school Andrew Maier	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	4	0.9
FASD Elementary Andrew Maier	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 7	1	0.1

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Due to transition of students, newly identified and move in students, caseload changed**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD Willow Creek elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	28	1

Justification: no discrepancy while students are being instructed

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload numbers warranted the added support**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD High school	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	30	0.9
Justification: no discrepancy when instructing students							
Fleetwood Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	1	0.1
Justification: no discrepancy when intrsucting students							

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload numbers warranted the added support**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD middle school	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 14	12	0.7
FASD Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 14	6	0.3

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload numbers warranted the added support**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD high school	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	5	0.4
FASD High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 18	17	0.6

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload numbers warranted the added support**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD Willow Creek Elementary school	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	7	0.6
FASD Willow Creek Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	9	0.4

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Due to an additional contracted speech therapist at the MS along with newly identified students the caseload has changed**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD middle school	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 12	45	1
Justification: No discrepancy when instructing students.							

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload numbers warranted the added support**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD High School	A Senior High School	A building in which General Education	Itinerant	Learning Support	16 to 17	9	0.6

	Building	programs are operated					
FASD High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	4	0.3
FASD High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	18 to 18	1	0.1

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload numbers warranted the added support**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD high school	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 19	5	0.3
FASD High school	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	9	0.6
FASD High school	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	18 to 18	1	0.1

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload numbers warranted the added support**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD middle school	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	6	0.25
Fleetwood middle	A Middle	A building in	Supplemental	Learning	12 to	13	0.75

school	School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	13		
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Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload numbers warranted the added support**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD high school	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	16	0.75
FASD High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	4	0.25

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload numbers warranted the added support**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD middle school	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	18	0.9
Fleetwood middle school	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 11	1	0.1

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Reason for the proposed change:* Caseload numbers warranted the added support**PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
FASD high school	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 17	6	0.6
FASD High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 17	7	0.4

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Average square feet in regular classrooms:* 832 sq. ft.*Square footage of this classroom:* 832 sq. ft. (26 feet long x 32 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	10	0.7
FASD Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	3	0.3

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 9, 2016*Average square feet in regular classrooms:* 832 sq. ft.*Square footage of this classroom:* 832 sq. ft. (26 feet long x 32 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD Middle School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	12	0.6
FASD High school	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	11	0.4

Program Position #25*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: February 9, 2016**Average square feet in regular classrooms: 832 sq. ft.**Square footage of this classroom: 832 sq. ft. (26 feet long x 32 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
FASD Richmond Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	13	1
Justification: No discrepancy when instructing							

Program Position #26*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: February 9, 2016**Average square feet in regular classrooms: 832 sq. ft.**Square footage of this classroom: 832 sq. ft. (26 feet long x 32 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Willow Creek Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	10	0.25
Justification: No discrepancy when instructing							
Middle School FASD	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 13	12	0.35
FASD High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	16 to 19	13	0.4

Program Position #27*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: February 9, 2016**Average square feet in regular classrooms: 832 sq. ft.**Square footage of this classroom: 832 sq. ft. (26 feet long x 32 feet wide)*

Para-professional	WCE	1
Para-professional	WCE	1
Para-professional	WCE	1
Para-professional	AMES	1
Para-professional	AMES	1
Para-professional	AMES	1
Nurse	RES	1
Nurse	High School	1
Nurse	Middle School	1
Nurse	Elementary-Wide	1
Nurse	AMES	1
Nurse	High School/Middle School	1
Nurse	WCE/AMES	0.5
Para-professional	High School	1
Para-professional	Middle School	1
Para-professional	Middle School	1
Para-professionals	MS	1
Para-professional	MS	1
Para-professional	MS	1
School Psychologist Secretary	District-Wide	1
Speech Therapist	Willow Creek Elementary	1
Speech Therapist	Willow Creek Elementary	1
Speech Therapist	Richmond Elementary	1
Speech Therapist	Middle School	1
Speech Therapist	Willow Creek, Middle school and High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Speech	Outside Contractor	1.5 Hours
Vision	Intermediate Unit	3 Days
Hearing	Intermediate Unit	1 Days
O&M	Intermediate Unit	1 Days
Speech	Outside Contractor	4 Days
Occupational Therapist	Outside Contractor	5 Days
Occupational Therapist Assistant	Outside Contractor	5 Days
Physical Therapist	Outside Contractor	3 Days
Speech	Outside Contractor	3 Days
Physical Therapist Assistant	Outside Contractor	3 Days
Nursing	Outside Contractor	5 Days

Nursing	Outside Contractor	5 Days
Prescriptive Motor Therapist	Intermediate Unit	1 Days
Communication Facilitator	Outside Contractor	5 Days
Occupational Therapist	Outside Contractor	3 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>In the area of Autism, a yearly training at the BCIU is offered for any interested staff and parents. The training addresses needs and characteristics of children with Autism as well as appropriate behavioral, social, and academic interventions to meet their needs. The behavior specialist also conducts periodic trainings with staff and parents to provide awareness on children with Autism's needs and appropriate interventions to use with them. Safety Care trainings and school wide positive trainings conducted by school staff also address children with Autism.</p> <p>The district also implemented a Verbal Behavior program within the Life Skills classrooms. Students with Autism are included in this environment. Teacher and para-professionals that work in the Verbal Behavior settings are trained by Pattan consultants. In addition, the internal coach, along with the teachers and para-professionals, provide the parents with a training that describes the program. Monthly, the Pattan consultants meet with the teachers and para-professionals to assist with programming for the students.</p> <p>In the next 3 years the district will provide professional development for regular education teachers specific to inclusive practices for students with Autism.</p>
Person Responsible	BCIU consultants, behavioral specialist/internal coach, Pattan consultants
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	9
# of Participants Per Session	10
Provider	BCIU, QBC - Safety Care, Pattan consultants
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 the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff
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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring
Evaluation Methods	Standardized student assessment data other than the PSSA

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Behavior Support

Description	<p>Behaviorally, ongoing training will continue with Safety Care procedures to ensure that administrators, teachers, and support staff members are following positive behavior support methods. De-escalation training for all staff is also conducted periodically by the behavior specialist. Furthermore, training on development and implementation of individual behavior plans as well as social skills instruction is conducted by the behavior specialist and consultants for the BCIU. Finally, school wide behavior positive behaviors systems are in place at all levels. Trainings will continue to be conducted with staff in order to continue to the programs within each tier and make improvements.</p> <p>Behavioral intervention trainings and strategy trainings will also be held for parents in an effort to increase their awareness regarding these topics as indicated above.</p>
Person Responsible	Behaviorial specialist, guidance counselors, psychologists and regular and special education teachers and administrators.
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	7
# of Participants Per Session	10
Provider	BCIU and Fleetwood Area School District
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	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Lesson modeling with mentoring
Evaluation Methods	Standardized student assessment data other than the PSSA

Paraprofessional

Description	Paraprofessionals are required to receive 20 hours of training per year. The district provides ongoing opportunities to fulfill these hours. Trainings are provided through: BCIU, PaTTAN, behavior specialist, school nurse, online webinars, and special education director. Topics addressed include: positive behavior support, CPR, Keystone Exams, PSSAs, Safety Care/de-escalation, suicide prevention, verbal behavior, online certification and academic interventions.
Person Responsible	School Nurse, Behavior Specialist, Supervisor of Special Education, PATTAN consultant, BCIU consultant, School Psychologist, Superintendent, School

	Counselor
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	15
# of Participants Per Session	10
Provider	BCIU, Fleetwood Area School District, PATTAN, Behavior Specialist
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.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Live Webinar Offsite Conferences
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting

Evaluation Methods	Review of written reports summarizing instructional activity

Reading NCLB #1

Description	Twice a year, special education teachers meet with a reading consultant from the Berks County Intermediate Unit to review students programming, progress monitoring data, reading programs and make necessary adjustments to instruction. Along with the elementary staff, elementary special education teachers received training in LETRs to support their reading instruction. Special education staff at all levels were trained to administer DIBELS assessments and to utilize the DIBELS website for documenting state progress. At PLC (Professional Learning Community) meetings held several times a month at the elementary levels, teachers analyze data, learn new reading strategies, and discuss instructional practices along with general education staff and coaches.
Person Responsible	Supervisor of Special Education
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.5
# of Sessions	15
# of Participants Per Session	20
Provider	PATTAN consultant, BCIU consultant, district reading coaches
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	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops School Whole Group Presentation Offsite Conferences
Participant Roles	Classroom teachers
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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

Transition

Description	Staff in-servicing on transition planning and services is conducted with staff on an on-going basis. Training is delivered by the district's transition coordinator or consultants from the BCIU. The transition coordinator, in conjunction with neighboring district transition coordinators, provides an evening program for the parents and students on the topic of transitioning from high school to a
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	<p>post- secondary school or career. This program is held yearly and will continue throughout the three years of this plan. The transition coordinator attends bi-monthly trainings with the Berks County transition coordinators and bi-monthly trainings with the Berks County Transition Coordinating Council. In addition to continuation of these services, we will expand student involvement with OVR through their Early Intervention program which should facilitate assessment, work experience, and job coaching for high school students. We participated in the piloting of the state model Work Partners program at BCTC, a collaborative effort between BCTC students in the Service Occupations program and OVR, to assist students in achieving employment and transitioning to a job after high school. BCTC/OVR is expanding the Work Partners program to students in other BCTC programs and our district will pilot that program as well, over the next three years. Support of these programs will require staff training as well.</p>
Person Responsible	District's Transition Coordinator
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	15
# of Participants Per Session	15
Provider	District transition coordinator
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.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format	Series of Workshops School Whole Group Presentation Live Webinar Offsite Conferences
Participant Roles	School counselors Paraprofessional New Staff Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Special Education Affirmations

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

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

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer