Juniata County SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

146 Weatherby Way
Mifflintown, PA 17059-9806
717-436-2111-5002
Superintendent: Keith Yarger
Director of Special Education: Jill Condo

Planning Committee

Name	Role
Jill Condo	Administrator : Special Education
Christie Holderman	Administrator : Professional Education Special Education
Carissa Bowersox	Ed Specialist - School Psychologist : Professional Education Special Education
Maggie Hackenberger	Ed Specialist - School Psychologist : Special Education
Beth Norman	Elementary School Teacher - Regular Education : Professional Education Special Education
Mindy Fryer	High School Teacher - Special Education : Special Education
Lori Boyd	Middle School Teacher - Regular Education : Professional Education Special Education
Bobbi Baer	Parent : Special Education
Polly Digon	Parent : Professional Education Special Education

Core Foundations

Special Education

Special Education Students
Total students identified: 483

Identification Method

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

As part of a multi-disciplinary evaluation, Juniata County School District uses the discrepancy model to evaluate eligibility for special education services associated with a classification of specific learning disability. A student's expected academic achievement is compared to his or her actual academic achievement, based on scores from standardized, norm-referenced, and co-normed measures, such as the WISC-IV and WIAT-III. If a severe discrepancy exists between predicted and actual achievement, the team must examine current data to determine if there is also a need for specially designed instruction.
In addition to determining if a student meets definitional criteria under specific learning disability, the LEA also evaluates whether the student achieves adequately for the child's age and/or grade using a multi-method, multi-source approach. Components include but are not limited to curriculum- and classroom-based assessments, local assessments, state assessment, cognitive testing, academic achievement testing, socio/emotional/behavioral assessment, FBA if necessary, and transition if applicable. Aligned with PA guidance documents, the team uses data such as Below Basic scores or percentile ranks below or around the 10th percentile rank. Multiple sources are used to determine a child's need for specially designed instruction.
Parents reserve the right to request an evaluation at any time. Interventions and screenings, such as included in MTSS frameworks, do not prohibit a parent's request for an evaluation. Current intervention data are used to determine intervention strategies not to replace an evaluation.

Enrollment

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

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

A review of 2016-2017 Special Education Data Report for JSCD reveals a higher number of students with Other Health Impairment in JCSD (i.e., 21%) than the state average (14.9%). There are several reasons for this discrepancy. JCSD referrals for ADHD presentations are on the rise. Teachers and

parents are increasingly advocating for evaluations related to focus, hyperactivity, and impulsivity. Outside service providers such as wraparound providers, medical doctors, licensed psychologists, and therapists, are pairing with parents to request similar evaluations. There is also an increased number of students with previously diagnosed ADHD presentations now sharing these diagnoses with school personnel and seeking additional support. There is also an influx of students moving in from Puerto Rico with ADHD established in their native language as well.

JCSD teachers will be strongly encouraged to access training opportunities related to managing hyperactivity, impulsivity, and inattention. Resources and strategies will be provided for their review. Collaboration between home, school, and community will be encouraged.

JCSD is currently on an improvement plan for Least Restrictive Environment (LRE). As our co-teach models expand with our upcoming elementary school consolidation, it is projected that the percentage of students receiving supplemental supports will decrease as many would then receive meaningful benefit at an itinerant level.

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?

Juniata County currently has no known 1306 facilities. Child Find practices have not identified any 1306 students in the District. In the event that a facility would locate within Juniata County School District, the district will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102. Any barriers would be addressed through continued collaborative efforts between the District and 1306 facilities to ensure child find and provision of FAPE for students with disabilities. (ex: improve communications & networking with outside agencies/programs, interagency collaboration, etc.)

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).

Child Find practices are used in order to locate or identify incarcerated students. Annual notices are published in the newspaper. Currently there are no local correctional institutions located within Juniata County School District.

If a student would be placed in a correctional facility outside the Juniata County School District, the

district takes responsibility to ensure that FAPE is offered to each student who is eligible for special education within a correctional facility.

Specifically, school districts providing special education services to incarcerated school-age individuals are required to comply with the "child'-find" obligations of IDEA; utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates; implement, timely review and/or develop Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and provide FAPE in conformity with the IEP.

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.

1. In Juniata County School District, conversations about student placement begin in the regular classroom, with non-disabled peers. The IEP team considers the recommendations made in the most recent evaluation of the student in order to determine the most appropriate placement for the student. Accommodations and modifications, as well as supplementary aids and services are considered. Access to paraeducators helps support some students in the regular education setting. At the secondary level, we hold monthly special education team meetings in which new students, current needs for programming, etc., are discussed and programming and scheduling options are developed. In several schools, we have implemented a co-teaching model, so that special education students are not pulled out of the regular curriculum. For some students who continue to need supplemental curriculum, a combination of co-teach and pull-out classes has been beneficial. As part of their regular education experience, students with disabilities are provided research-based interventions within the district's developing MTSS programs at the elementary level and developing SWPIS programs at certain secondary and elementary locations. Extracurricular activities are encouraged as well as supported at times through paraeducators, administrators, and staff. Peer tutors and facilitated peer groups are included in programming/placement options. Once placement decisions are made, student growth and progress is monitored closely in order to ensure

that he/she is receiving meaningful educational benefit in that least restrictive environment and whether any additional supports or accommodations are necessary. A child with a disability is not removed from education in age-appropriate regular education classrooms solely because of needed modification in the general education curriculum or because of the nature or severity of the student's disability.

2. Since our initial implementation of co-teach instructional models, we have provided training for co-teaching and have been placing much more of an emphasis on meaningful education of students in the least restrictive environment. Co-teach models are now implemented in elementary schools with plans to further implement in the following years. The upcoming consolidation of our elementary school will allow for more intensive training and implementation of co-teach. PaTTAN and TIU 11 consultations continue to support MTSS initiatives at the elementary school program and SWPBIS program at specific elementary and secondary schools.

Regarding the continuum of supports/services available within the district, we provide learning support, life skills support, autistic support, emotional support, and multi-disabilities support, as well as speech and language support services. Additionally, we contract for occupational therapy, physical therapy, hearing support, and vision support for students within the district, being educated in their least restrictive environment. We contract with NHS, CAIU, and Soaring Heights for more intensive needs. We have an on-site alternative education program for students in JCSD.

The district enlists the assistance of TIU educational consultants and PaTTAN consultants frequently. They have provided onsite training for co-teaching, behavior management, de-escalation techniques and safe physical management of students in crisis, autistic support, and differentiated instruction. Teachers and paraprofessionals have also attended various trainings at the IU, such as LETRS, FBA writing, Supporting Students with Autism in the Regular Classroom, etc. PaTTAN consultants support developing MTSS and SWPBIS initiatives throughout the district.

3. According to 2016-17 data, Juniata County is educating students within the regular education classroom 80% or more, at a slightly lower rate than the state target, 51.8% compared to 62.4%. This is an area in which the district has recognized and continues to address through an improvement plan to enhance LRE. The projected increase of co-teaching classrooms with our upcoming elementary consolidation, as well as consolidating programs should increase the district's percentage. Additionally, more focused professional development opportunities will benefit this cause. Continued conversation across the district, with the school board and community, about the need for more supports within the regular education setting will improve this figure as well. Juniata County's number of students placed outside of the district is too small to be represented on the Indicator 5 chart. The few out of district placements are determined based on individual strengths and needs.

Behavior Support Services

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

1. The District Policy is aligned with all the provisions of IDEA 2004 and Pa 22 School Code 14.133 in which positive, rather than negative, measures must form the basis of behavioral support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Training in positive behavioral support and de-escalation are required. The Juniata County School District also has a school wide PBIS program at the elementary and middle school level. "PBIS" is short for Positive Behavioral Intervention and Supports. This language comes directly from the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA). PBIS is used interchangeably with "SWPBS", which is short for School-wide Positive Behavior Supports. PBIS is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support. PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. Elementary and junior high teachers form the core teams in each building and provide updates to staff throughout the year. The program set up for each building is similar with common language allowing itinerant teachers to quickly adapt to each building.

At the Junior High School, all of the teachers and administrators have been trained in the Olweus anti-bullying program and regular class meetings are held. The guidance counselors are closely involved in these programs as well. Monthly class meetings are held to address the school climate along with how students treat one another in the school.

Tuscarora Junior High School (TJHS) sent a core team to be trained in PBIS last school year by the Intermediate Unit (IU). TJHS has implemented the program during the 2017-2018 school year. The mission is (To Accept Challenges, To Pursue Goals for Lifelong Learners and To Set High Expectations for Academic Achievement and Collective Social Responsibility in a Safe, Positive School Environment). PBIS is a t-based framework. The school has included regular and special education teachers on the core team as well as administrators and guidance counselors. The Acronym is BRAVE- Be respectful, Resilient, Accountable, Value Education and Exhibit Excellence. The core team trained the entire staff at the beginning of the school year and have started to hold bi-weekly faculty meetings that are designated for PBIS updates. There are monthly class meetings to discuss each letter at TJHS. The focus of the program is on the five areas within the school; assemblies, cafeteria, restroom, hallways and bus area. Teachers are also observing BRAVE behavior in the classroom. Staff issue coins to students when they see BRAVE behavior. There are school wide celebrations held at the end of each marking period. Students that are not showing BRAVE behavior are issued a stepped approach for discipline, 1st offense- conference/warning; 2nd offense- conference/reflection sheet; 3rd offense- reflection sheet and closed lunch; 4th offense- considered a major offense and office referral is issued along with a reteach video and detention. The two high schools do not currently have school-wide positive behavior programs in place. They do reward good behavior through individual teachers.

2. Teams of staff across all buildings have been trained in Safe Crisis Management de-escalation strategies as well as safe physical management of students in crisis. Trainings have been held on site yearly in order to encourage as many staff to participate as possible. Individual students exhibiting

harmful or aggressive behaviors have positive behavior and crisis plans written into their IEPs which detail de-escalation techniques and specific strategies to be used when necessary. Positive behavior support plans are based on the function of the behavior as well as antecedent and consequence strategies. For initially eligible students, these would be based on an FBA. Crisis plans typically include timelines, staff/parents to be contacted, meeting with the nurse, etc. Plans are written for non-identified students exhibiting aggressive behaviors as well.

3. The district works closely with external agencies to assist with Behavioral Health Services. We initiate the CASSP (Child and Adolescent Service System Program) model for students with behavioral needs.

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.

1. If Juniata County School District was having difficulty ensuring FAPE for a particular student or disability category, we would most likely have a building or grade level team meeting. The participants would include one or several special education teachers, depending on the student or disability category scenario, one or several regular education teachers, the building level principal, the school psychologist, and the Director of Special Education. Depending on the scenario, IU consultants may be included on the team. The team would discuss the specific situation, barriers to providing FAPE, strengths and needs of the current available programs, as well as strengths and needs of the student(s). The team would pinpoint the gaps in programming options and then wherever possible, tailor a program to meet the unique needs of the student or disability category issues. If the District team determined that we were unable to meet those needs, the team would then explore out of district programming options that may be more appropriate.
The LEA ensures that to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities are educated with nondisabled peers, and removal from the regular education environment occurs only if the nature or severity of the disability is such that education in the regular classes with supplementary aids/services cannot be achieved satisfactorily.
 (Determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at appropriate instructional levels).
2. The District now offers co-teaching classes in a few school buildings, so that special education

students can be exposed to and taught the regular education curriculum rather than all supplemental curriculum. In the coming years, we anticipate that the District will move toward more co-teaching classes, even in all buildings, as well as more push-in special education supports. The District anticipates much more collaboration among special educators and regular educators, which will serve to improve programming for students. The District is beginning to look more closely at the strengths and needs of students in each program in order to better align students to teachers and instruction. Learning, life skills, and emotional support services are currently being implemented at itinerant, supplemental, or full-time levels at both elementary and secondary schools. At this point, the only sort of "typical" placement/program not offered in the district is full-time autistic support at all levels.

Placements are based upon the LEAs continuum of special education services that support the availability or access to a full continuum to meet the needs of children with disabilities. Special classes, separate schooling or other removals from the regular education classes with the use of supplementary aids and services cannot be achieved satisfactorily, not solely based upon the need for modifications.

3. Full-time autistic support services have been discussed as additions to the current continuum of services available in the District. This will be determined by the population and needs. In the near future, the district will be enhancing autistic programming at the itinerant and supplemental levels by hiring a special education teacher with specialization in autism spectrum disorders.

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.

"Teamwork" is a concept frequently mentioned as a strength of the district's special education program, where communication is vital in keeping everyone involved informed about strategies that have been found to be successful in meeting each student's needs. Teamwork -- collaboration and communication -- between special education teachers, general education teachers, paraprofessionals and administration regarding modifications to curriculum and accommodations for learners in the least restrictive environment is a priority.

Juniata County School District's special education services and programs are strengthened through professional development opportunities not only for special education staff, but also for administrators, regular educators and paraprofessionals. In addition, the district works collaboratively with Tuscarora Intermediate Unit 11 as a consultative and direct service medium.

Realizing that it is imperative that students meet critical milestones long before they reach kindergarten, the Juniata County School District administration and staff have worked diligently to educate themselves and the community on the importance of early childhood education and intervention. Early childhood providers and resource personnel have visited elementary schools as part of a book fair/curriculum fair event to educate staff and parents about early childhood resources available in Juniata County. District administrators and teachers also serve on an early childhood education committee to help prepare for future generations entering the district's schools.

The District's special education program places a strong emphasis on smooth transitions from pre-school, early intervention, and Head Start programs to the school setting, demonstrating a commitment to providing services to students in the least restrictive environment.

Co-teaching, involving two equally-qualified individuals who may or may not have the same area of expertise jointly delivering instruction to a group of students, has been successful in both elementary and secondary inclusion classrooms, where a general education teacher and a special education teacher share responsibility for classroom management and instruction.

Scheduling in order to maximize opportunities for inclusion has also proven to significantly influence student behaviors and attitudes. Having a structured schedule for each day and incorporating lunch, recess, specials (music, art, library), therapies (occupational, physical and speech and language) and other activities allows students to learn and practice essential skills and feel part of the larger school community.

<u>Elementary Learning Support and Life Skills Programs</u>

Direct Instruction is the mainstay of research-based supplemental curricula for elementary learning support and life skills classrooms. That is, instruction is teacher led, skill based, with guidance and supportive feedback along with the provision of extensive student practice. Staff has been trained in and has access to a variety of materials/programs for the teaching of reading and math using the Direct Instruction method.

In addition, elementary life skills students work on functional life skills related to health and hygiene, social skills are practiced in order to help students learn to work and talk together, and fine motor and gross motor skills are addressed through various activities.

At the earliest levels the SRA® Language for Learning and Language for Thinking programs are used with young students who need to build additional language concepts skills. This program covers many areas of reading, including phonemic awareness, phonics and decoding, vocabulary, fluency and comprehension, on all levels, while also supporting the work of the speech and language therapist and preparing students for more formal reading instruction in kindergarten. Students thrive in these series because of the controlled language with extra drill and repetition for necessary skills.

When students are ready for more formal instruction the SRA® Reading Mastery and Corrective Reading programs are introduced at various levels for decoding, encoding, and comprehension. Additionally, staff has been trained in the multi-sensory language based Wilson Reading System and the Project READ Language Circle programs, both of which are Direct Instruction based.

Success has also been demonstrated using the SRA® Connecting Math Concepts, which is a Direct Instruction comprehensive math program based on the Common Core Standards. Especially beneficial to students with language challenges, it has proven to be successful with many students.

The district's elementary schools have made great strides in implementing and promoting Positive Behavior Intervention and Supports for all students. Teams have developed school-wide rules and explicitly teach those rules in various settings multiple times throughout the school year. Common terminology and language are used when speaking about expectations and limits, and faculty and staff believe in re-teaching as the first tool of correction. Reflection sheets, prompting, and practice are used to assist students when problems arise. Parent involvement is also a vital part of the PBIS program

The Second Step Program in expected to be implemented in all kindergarten through fifth grade

classrooms in the near future. Grounded in extensive research, the evidence-based Second Step Program assists students in gaining the skills and know-how to be kind, caring, and responsible members of society.

Already being used at the junior high school level is the LifeSkills program, a classroom-based, three-year, substance abuse prevention program to prevent teenage drug and alcohol abuse, adolescent tobacco use, violence and other risk behaviors. The LifeSkills curriculum teaches students self-management skills, social skills, and drug awareness and resistance skills.

<u>Emotional Support Programs</u>

The primary goal of the emotional support program is to enable students to return to regular education programs through the development of academic, behavioral, social and personal skills. The class is designed to provide academic and emotional support to students who are unable to participate in general educational programs because of moderate to severe behavioral, social and personal skill impairments. The purpose of having the emotional support program within the regular school setting is to provide students with models of appropriate academic and social behavior.

Small group instruction is offered for all academic areas, including language arts, mathematics, problem solving, and social and life skills.

Emotional support classroom teachers are dedicated to:

- Coordinating integration with the regular education program when students can appropriately learn and achieve in the regular education setting;

- Maintaining confidentiality;

- Promoting a positive image;

- Cooperating with a staff in maintaining harmonious interpersonal relationships;

- Working closely with teachers to develop effective strategies and interventions in relation to individual students;

- Maintaining accurate, complete and correct records as required by law, district policy and administrative regulations;

- Carrying out classroom observations and collecting data within the regular educational setting;

- Creating a classroom environment that is safe, conductive to learning and appropriate to the maturity and interests of students;

- Communicating with parents regarding students' activities and progress;

- Ensuring the respect, dignity and rights to privacy of students as much as possible;

- Rewarding positive behaviors and celebrating successes;

- Being emotionally supportive, fair and consistent.

Coordination and cooperation with the support services of psychologists, social workers, behavior specialists and guidance counselors is also an essential component of the emotional support program.

<u>Secondary Life Skills Program</u>

A life skills classroom can be an extremely rewarding academic setting. The life skills program addresses not only the academic education of students with special needs, but also basic social skills that the student will utilize in everyday life.

Applied Behavior Analysis (VB) is the key component for monitoring daily IEP goals in secondary life skills classrooms.

Teachers report that the use of Unique Learning System has produced results that were once thought to be impossible. Unique Learning System is an online, interactive, standards-based curriculum specifically designed for students with special needs. Subscribers download and interact with monthly, instructional, thematic units of study. Each unit contains special education lesson plans and interactive materials teachers can implement into classroom learning activities. All materials are created using SymbolStix symbols. The unit lesson plans define three levels of differentiated tasks that accommodate the diversity of learners with significant disabilities. Students are able to complete lessons on history and science, while the curriculum still works in daily life skills instruction.

Assistive technology devices have been invaluable tools for nonverbal students and students with multiple or severe disabilities, helping them to engage in learning and socialization and reducing behavioral incidents.

Clear and consistent expectations are vital to a successful life skills program, including instruction on proper conduct and behavior and consistent vocabulary by paraprofessionals so that students understand directives. Students' positive behavior is recognized and praised, and students' preferences are known so that rewards are appropriate.

Consistently meeting students' basic needs builds trust, which is reinforced by a "no yell" policy. Sign skills are not for all students, but are utilized for chronic needs. Redirection in sign language is a kinder reminder.

Secondary life skills classroom students are busy and engaged in school and community activities, including stocking shelves and unloading trucks at the local food pantry; cleaning shelves and checking DVD cases at the local public library; practicing organizational and cleaning skills at the local thrift shop; and practicing social and basic livings skills on shopping trips.

Students also participate in the TNT (Training and Transition) program through Compass Community Connections, traveling to various sites in the community to reinforce transitional skills. Teachers find this an effective way of monitoring whether students are able to transfer skills from classroom to community with staff supervision. Students must demonstrate appropriate behaviors and the ability to de-escalate before they can be recommended for Community Based Instruction.

A favorite project for students has been making dog treats, rolling out dough and cutting out shapes to make 700 treats at a time. Faculty and staff trade a treat for a treat, which replenishes the classroom break time snack supply. A much anticipated springtime project is the making of Easter-themed candy.

Students participate in the Artist in Residency program, which this year is creating a mosaic that will be displayed at the county library. The addition of six classroom pets in one classroom has given

students a sense of responsibility and complemented science instruction.

Faculty and staff members chaperone students at the annual prom, which is an example of how life skills classroom students are accepted and included at Juniata High School.

<u>Secondary Learning Support</u>

Goals of secondary learning support English instruction include finding and developing a focus; organizing ideas with transitional words and phrases; revising according to rules of standard English; utilizing the writing process; composing sentences with precise words/developing "voice" and understanding task and purpose--writing for a variety of purposes and audiences.

Writing is a complex task, and students need to comprehend the essential elements of a sentence, a paragraph, or even an essay, and must develop their understanding of grammatical and spelling convention. Additionally, writing requires students to make sense of their learning and their world. The process of writing involves critical thinking, problem-solving, creativity, teamwork, and independence. A meaningful writing curriculum encourages students to think of themselves as writers and hone a unique writing voice, builds student confidence, and fosters a sense of community by providing authentic writing opportunities.

Successful writing strategies/lessons have included:

- Helping students recognize the value of writing and writing well;

- Giving students the opportunity to be "experts" by allowing them to write about what they know. Students are highly motivated when they have something of value to say.

- Showing students that writing is a process, just as learning is a process. Writers need time to think and plan. They need to test (or draft) ideas. Writers require time to reflect on their work, to consider what works and what might be improved.

- Using high-interest, model texts. Students should have the opportunity to consider the choices professional writers make. Students consider how readers and writers interact to create meaning.

- Employing writing workshop and teacher/student conferences. Students need time to write. They benefit from individualized instruction and attention. Conferences are a perfect opportunity to have students read their work aloud, self-correct errors, and reflect on the strengths and weaknesses of their writing. The teacher can also use this time for grammar and/or spelling instruction.

- Creating a compilation of student writing in a class book. When students see their writing in print, they believe that they are writers; publication is a highly motivating experience for many students.

Secondary learning support classroom teachers also utilize technology (Khan Academy and Study Island, as examples) to differentiate instruction for individual students.

Individualization and fostering personal relationships is also a strength of the secondary learning support program. As an example, when a learning support teacher discovered that a student was

interested in art, she incorporated art projects into literature assignments, giving the student an opportunity to be engaged and successful during a literature lesson. The student was also introduced to the art teacher and subsequently began participating in the art club. The learning support teacher initially walked the student to club meetings, called a parent to arrange pick-up times, and checked on the student during club meetings. The student now attends meetings independently and helped with artwork for the annual school play. The teacher purchased a ticket to the play for the student and committed to taking her to the performance if a parent wasn't able to. A secondary language arts classroom is studying *Macbeth*, utilizing iPads to complete a movie, and a student who expressed an interest in graphic design will be working to complete a video project related to the play.

Secondary learning support classroom teachers are mindful of maintaining a positive atmosphere and use positive interaction with students to promote appropriate behavior. Teachers make it a priority to greet students at the door, interact with them throughout the day, engage them in conversation and use informal reward systems in the classroom. Behavior support plans may be developed between a teacher and a student, with the student setting goals for him/herself.

Individuality and a personal approach is key to success in the secondary learning support program, where students embrace the opportunity to enjoy the rights and privileges of their peers, academic success as reflected by their grades, and participation in extracurricular activities.

Parent involvement is also an essential part of any educational program's success, and the district values parent input, keeping lines of communication open via email, phone and meetings in order to provide and receive information regarding a student. Parents are strongly encouraged to become active in their building's Home and School Association, as well.

Students "belong" to the entire school community in the Juniata County School District, and every adult involved has an interest in making certain that all students experience dignity, respect, and success academically and emotionally.

Assurances

Special Education Assurances

No policies or procedures have been identified.

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
Capital Area Intermediate Unit - Susquehanna Township High School	Neighboring School Districts	Deaf/Hard of Hearing support	*
Northwestern Human Services - Harrisburg	Special Education Centers	Emotional Support	*
Soaring Heights-State College	Other	Autistic Support	*

Special Education Program Profile

Program Position #1

   Operator: School District

   PROGRAM DETAILS

   Type: Class

   Implementation Date: February 6, 2017

   Reason for the proposed change: Updating Program Profile

   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Fermanagh-Mifflintown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	*	*

Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner:
1. Grouping of students complies with age range requirements, OR
2. Age range exception determined appropriate by the IEP team and justified in the IEP.

Locations:				
Fermanagh-Mifflintown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 10	*	*

Locations:				
Fermanagh-Mifflintown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	*	*

Locations:				
Fermanagh-Mifflintown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	*	*

Locations:				
Fermanagh-Mifflintown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2
      Operator: School District
      PROGRAM DETAILS
            Type: Class
            Implementation Date: February 6, 2017
            Reason for the proposed change: Update Program Profile
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	15	*

Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner:
1. Grouping of students complies with age range requirements, OR
2. Age range exception determined appropriate by the IEP team and justified in the IEP.

Locations:				
Lack-Tuscarora Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 7	*	*

Locations:				
Lack-Tuscarora	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 11	*	*
Locations:				
Lack-Tuscarora Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 11	*	*
Locations:				
Lack-Tuscarora Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3
      Operator: School District
      PROGRAM DETAILS
            Type: Class
            Implementation Date: February 6, 2017
            Reason for the proposed change: Updating program profile
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	18	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Mountain View Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Mountain View Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4
      Operator: School District
      PROGRAM DETAILS
            Type: Class
            Implementation Date: February 6, 2017
            Reason for the proposed change: Updating Program Profile
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 12	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Tuscarora Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Tuscarora Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

>>> *Operator:* School District
>>> **PROGRAM DETAILS**
>>>> *Type:* Class
>>>> *Implementation Date:* February 6, 2017
>>>> *Reason for the proposed change:* Updated Program Profile
>>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Walker Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Walker Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

>>> *Operator:* School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 6, 2017

Reason for the proposed change: Updated Program Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	*	*
Locations:				
Tuscarora Junior High	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 14	*	*
Locations:				
Tuscarora Junior High	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	*	*
Locations:				
Tuscarora Junior High	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 15	*	*
Locations:				
Tuscarora Junior High	A Middle School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 6, 2017

Reason for the proposed change: Updated Program Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	11	*
Locations:				
Tuscarora Junior High	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	*	*

Locations:				
Tuscarora Junior High	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 13	*	*
Locations:				
Tuscarora Junior High	A Junior High School Building	A building in which General Education programs are operated		

Program Position #8
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	*	*
Locations:				
Tuscarora Junior High	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	*	*
Locations:				
Tuscarora Junior High	A Junior High School Building	A building in which General Education programs are operated		

Program Position #9
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* August 22, 2016
> > *Reason for the proposed change:* Additional learning support classroom needs approved. One period will be used per day in Room #6 for learning support. Total square footage is 713 sq ft.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	14	*
Locations:				
Tuscarora Junior High	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	*	*
Locations:				

Tuscarora Junior High	A Junior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 6, 2017

Reason for the proposed change: Updated Program Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	*	*
Locations:				
Tuscarora Junior High	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	*	*
Locations:				
Tuscarora Junior High	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 14	*	*
Locations:				
Tuscarora Junior High	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 13	*	*
Locations:				
Tuscarora Junior High	A Junior High School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 6, 2017

Reason for the proposed change: Updated Program Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 21	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				

Locations:				
Juniata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	*	*
Locations:				
Juniata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	*	*
Locations:				
Juniata High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Juniata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Juniata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 15	*	*
Locations:				
Juniata High	A Senior High School	A building in which General Education		

School	Building	programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Juniata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	*	*
Locations:				
Juniata High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 6, 2017

Reason for the proposed change: Updated Program Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	*	*
Locations:				
Juniata high School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	*	*
Locations:				
Juniata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 16	*	*

Locations:				
Juniata High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 6, 2017

Reason for the proposed change: Updated Program Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	*
Locations:				
Juniata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	*	*
Locations:				
Juniata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 17	*	*
Locations:				
Juniata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	16 to 17	*	*
Locations:				
Juniata High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 6, 2017

Reason for the proposed change: Updated Program Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 17	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age				

range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
East Juniata Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 21	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
East Juniata Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	*	*
Locations:				
East Juniata Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
East Juniata Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	12 to 17	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
East Juniata Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #17
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	*	*
Locations:				
East Juniata Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	*	*
Locations:				
East Juniata Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 16	*	*
Locations:				
East Juniata	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 6, 2017

Reason for the proposed change: Updated Program Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	*	*
Locations:				
East Juniata Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	*	*
Locations:				
East Juniata Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 16	*	*
Locations:				
East Juniata	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 14	*	*
Locations:				
East Juniata	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #19
       Operator: School District
      PROGRAM DETAILS
          Type:
          Implementation Date:
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 19	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
East Juniata Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	*	*
Locations:				
East Juniata Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #20
       Operator: School District
      PROGRAM DETAILS
          Type: Position
          Implementation Date: July 1, 2014
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 17	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
East Juniata Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	*	*

Locations:				
East Juniata Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #21

       Operator: School District

       PROGRAM DETAILS

           Type: Class

           Implementation Date: February 6, 2017

           Reason for the proposed change: Updated Program Profile

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	7 to 10	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Fayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 11	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Fayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22

       Operator: School District

       PROGRAM DETAILS

           Type: Class

           Implementation Date: February 6, 2017

           Reason for the proposed change: Updated Program Profile

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 12	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Fayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Fayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 9	*	*
Locations:				
Fayette	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23

        Operator: School District

        PROGRAM DETAILS

            Type: Class

            Implementation Date: February 6, 2017

            Reason for the proposed change: Updated Program Profile

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Fermanagh Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Fermanagh Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				

Fayette Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Fayette Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24

        Operator: School District

        PROGRAM DETAILS

            Type: Class

            Implementation Date: February 6, 2017

            Reason for the proposed change: Updated Program Profile

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	12	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Thompsontown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Thompsontown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 10	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Thompsontown Delaware	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 11	*	*
Locations:				
Thompsontown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 11	*	*
Locations:				
Thompsontown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* February 6, 2017
>> *Reason for the proposed change:* Updated Program Profile
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	22	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Fermanagh-Mifflintown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	25	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Tuscarora Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	13	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Walker	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Lack-Tuscarora Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	18	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Mountain View Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 21	17	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Juniata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 18	11	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
East Juniata Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #27
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* Class
>>> *Implementation Date:* August 22, 2016
>>> *Reason for the proposed change:* Request for a larger classroom. The learning support classroom will now be in Room #14. Total square footage is 662.5 sq ft.
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	19	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Fayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	18	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Monroe Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Thompsontown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28
>> *Operator:* Intermediate Unit
>> **PROGRAM DETAILS**
>>> *Type:*
>>> *Implementation Date:*
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 11	*	*

Justification: The vision therapist meets with the student individually, so age range does not come into play.				
Locations:				
Lack-Tuscarora	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 12	*	*
Justification: The vision therapist meets with the student individually, so age range does not come into play.				
Locations:				
Fayette	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	13 to 21	*	*
Justification: The vision therapist meets with the student individually so age range does not come into play.				
Locations:				
East Juniata Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #29

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	*	*
Justification: The Hearing Support teacher meets with the students individually, therefore age range does not come into play.				
Locations:				
Fayette	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	17 to 21	*	*
Locations:				
Mifflin County CTC	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 20	*	*
Justification: The Hearing Support Teacher meets with students individually, therefor age range does not come				

into play.				
Locations:				
Juniata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 15	*	*
Locations:				
Tuscarora Jr High	A Junior High School Building	A building in which General Education programs are operated		

Program Position #30

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 6, 2017

Reason for the proposed change: Updated Program Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 11	*	*
Locations:				
Tuscarora Valley	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 10	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Tuscarora Valley	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 10	11	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Tuscarora Valley	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 6, 2017

Reason for the proposed change: Updated Program Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	*
Itinerant	Learning Support	5 to 10	*	0.25
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Fayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	*	*
Locations:				
Fayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 12	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Fayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 6, 2017

Reason for the proposed change: Updated Program Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 12	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
East Juniata	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 17	*	*
Locations:				
East Juniata	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 18	*	*
Locations:				
East Juniata	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #33
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* ClassandPosition
>>> *Implementation Date:* August 29, 2016
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 13	*	*
Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Tuscarora Junior High	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	*	*
Locations:				
Tuscarora Junior High	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 13	*	*
Locations:				
Tuscarora Junior High	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	*	*
Locations:				
Tuscarora Junior High	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	*	*
Locations:				
Tuscarora Junior High	A Middle School Building	A building in which General Education programs are operated		

Program Position #34

      Operator: School District
      PROGRAM DETAILS
          Type: ClassandPosition
          Implementation Date: August 28, 2017
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	*	*
Locations:				
Fayette	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 12	*	*
Justification: Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Fayette	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	*	*
Justification: Justification: Must conform to age range requirements 3 years (K-6)/ 4 years (7-12) or documentation of age range exception in the following manner: 1. Grouping of students complies with age range requirements, OR 2. Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Fayette	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	Juanita County School District	30

Paraprofessional 2	East Juniata Jr/Sr High School	*
Paraprofessional 3	East Juniata Jr/Sr High School	*
Paraprofessional 4	East Juniata Jr/Sr High School	*
Paraprofessional 5	East Juniata Jr/Sr High School	*
Paraprofessional 6	East Juniata Jr/Sr High School	*
Paraprofessional 7	East Juniata Jr/Sr High School	*
Paraprofessional 8	East Juniata Jr/Sr High School	*
Paraprofessional 9	Fayette Elementary	*
Paraprofessional 10	Fayette Elementary	*
Paraprofessional 11	Fayette Elementary	*
Paraprofessional 12	Fayette Elementary	*
Paraprofessional 13	Fayette Elementary	*
Paraprofessional 14	Fayette Elementary	*
Paraprofessional 15	Fayette Elementary	*
Paraprofessional 16	Fayette Elementary	*
Paraprofessional 17	Fayette Elementary	*
Paraprofessional 18	Fermanagh-Mifflintown Elementary	*
Paraprofessional 19	Fermanagh-Mifflintown Elementary	*
Paraprofessional 20	Fermanagh-Mifflintown Elementary	*
Paraprofessional 21	Juniata High School	*
Paraprofessional 22	Juniata High School	*
Paraprofessional 23	Juniata High School	*
Paraprofessional 24	Juniata High School	*
Paraprofessional 25	Juniata High School	*
Paraprofessional 26	Juniata High School	*
Paraprofessional 27	Juniata High School	*
Paraprofessional 28	Juniata High School	*
Paraprofessional 29	Juniata High School	*
Paraprofessional 30	Lack-Tuscarora Elementary	*
Paraprofessional 31	Monroe Elementary	*
Paraprofessional 32	Monroe Elementary	*
Paraprofessional 33	Monroe Elementary	*
Paraprofessional 34	Mountain View Elementary	*
Paraprofessional 35	Mountain View Elementary	*
Paraprofessional 36	Tuscarora Jr High School	*
Paraprofessional 37	Tuscarora Jr High School	*
Paraprofessional 38	Tuscarora Jr High School	*
Paraprofessional 39	Tuscarora Jr High School	*
Paraprofessional 40	Tuscarora Jr High School	*
Paraprofessional 41	Tuscarora Valley Elementary School	*
Paraprofessional 42	Tuscarora Valley Elementary School	*
Paraprofessional 43	Tuscarora Valley Elementary School	*
Paraprofessional 44	Tuscarora Valley Elementary School	*

Paraprofessional 45	Tuscarora Valley Elementary School	*
Paraprofessional 46	Tuscarora Valley Elementary School	*
Paraprofessional 47	Walker Elementary	*
Paraprofessional 48	Walker Elementary	*
Paraprofessional 49	Walker Elementary	*
Paraprofessional 50	Thompsontown Elementary	*
Special Education Director	Fermanagh, Walker, Fayette, Monroe, Thompsontown, Mountain View, Tuscarora Valley, Lack, Tuscarora Jr High, Juniata High School, East Juniata Jr/Sr High School	*
School Psychologist 1	Monroe, Tuscarora Valley, Tuscarora Junior High, Juniata High School, Thompsontown, Lack	*
School Psychologist 2	Fayette, Mountain View, East Juniata Jr/Sr High School, Walker, Fermanagh-Mifflintown	*

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Intermediate Unit	3 Days
Physical Therapist	Intermediate Unit	3 Days
Teacher of the Visually Impaired	Intermediate Unit	3 Days
Teacher of the Deaf/Hard of Hearing	Intermediate Unit	1 Days

District Level Plan

Special Education Personnel Development

Autism

Description	At least 30% of special education teachers and staff in the district will attend a training, workshop, or the National Autism Conference(over the next three years), so that at least one teacher in every building has more focused training/understanding of working with students with Autism. On-site training will be provided as well as encouragement to attend the National Autism Conference in State College. A committee of those staff members will then provide information/presentation to the rest of their respective building on supporting students with Autism in the general education setting. Information on training opportunities will be provided to parents of students on the Autism spectrum. Parents may be invited to attend on site workshops or trainings as they are relevant to them. Perhaps an action plan committee could be established, made up of parents and staff, in order to better meet the needs of students and families. Change will be evidenced through more purposeful planning for programming. Conversations at IEP meetings in regard to support of students with Autism will be more meaningful and thorough. Students with Autism in the district will see increased time/instruction within the regular education setting, provided either by the general educators or through push-in support from the special educators.
Person Responsible	Jill Condo
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	5.0
# of Sessions	3
# of Participants Per Session	10
Provider	Educational Consultants, Teachers, Administrators
Provider Type	IU
PDE Approved	Yes

Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Related Service Personnel Parents
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 Creating lessons to meet varied student learning styles

Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Behavior Support

Description	Further training will be provided to district staff regarding disordered attachment and how it presents in children and adolescents, as well as strategies for working with those children. Additional on-site training will be provided to special education staff on social skills, student self-regulation of behaviors, and behavior management in general. More training is needed in issues of behavioral health as well.
	Teams of staff in each school building participate in yearly training/recertification in safe crisis management. An integral part of those trainings is the strategies involved in de-escalation techniques. District administrators are encouraged to promote the use of de-escalation techniques in all situations involving student behavior, rather than moving to more restrictive or physical techniques. SCM has an outstanding de-escalation piece and really provides staff with foundational understanding about the purposes of behavior and how to "catch" students and diffuse situations at the onset of the crisis curve, rather than imposing demands or physical restraints at the height of the curve. Additionally, special educators will participate in Functional Behavior Assessment training and will develop a better understanding of the function of behaviors, which will lead to more de-escalation of behavior, rather than physical restraints or punishments. Finally, for students whom we know or have identified as having significant behaviors of concern, positive behavior support plans are developed as part of IEPs. Those plans include de-escalation techniques to be used as well as crisis plans and specified physical restraints only in times of crisis.
	District staff will participate in training/professional conversations about school-wide positive behavior supports. Parent representatives would be included as well as community stakeholder representatives.
	Change will be evident in fewer discipline referrals in all buildings, over the next several years.
Person Responsible	Jill Condo/Christie Holderman
Start Date	7/1/2018

End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	10
Provider	private agency personnel, educational consultants
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Asst Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel

	New Staff Other educational specialists Related Service Personnel Parents
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 Documentation on behavior incidents
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Paraprofessional

Description	Paraprofessionals in the district will be provided with several hours of on-site training in SCM, First-Aid/CPR, etc. Paraprofessionals will be invited to participate in certain behavior trainings, as well as trainings dealing with students with Autism. Additionally, paraprofessionals are notified of further training opportunities in the area or online through PaTTAN, etc. The Tuscarora Intermediate Unit hosts a paraprofessional workshop in the summer during which many training hours can be accomplished. Paraprofessionals will complete 20 hours of relevant training per year. Change will be evident by the quality of para support of students. Para support of students with emotional/behavioral needs as well as autism, may improve the District's LRE by allowing more students to receive more instruction in the general education setting.
Person Responsible	Jill Condo, Susan Hackenberger
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	10
Provider	district personnel, educational consultants
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Online-Synchronous 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 training opportunities

Reading NCLB #1

Description	Special education teachers will receive further training in Wilson. Regular education and special education teachers will receive training in guided reading literature/writing, and Saxon Phonics. Programs will be enriched and student success will be magnified by the use of these programs. Change will be evident over the next several years, in achievement scores as well as an increase of the number of students receiving more language arts instruction in the regular classroom, as opposed to pull-out/supplemental curriculum.
Person Responsible	Christie Holderman/Jill Condo
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	5
# of Participants Per Session	15
Provider	various curriculum company representatives
Provider Type	For Profit Company
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals
Grade Levels	Elementary - Primary (preK - grade 1)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Participant survey

Transition

Description	All secondary special education teachers and administrators will participate in trainings focused on improvements that were evident after surveying current transition IEPs. The focus of the training will be to have IEP team conversations and to write plans that are focused on the student's transition to adulthood, beginning at or before age 14. Training will encourage teachers to make the transition process as individualized as possible, to involve the student as much as possible in the planning, and to ensure community agency involvement as well. Secondary special education teachers will be encouraged to participate in various training opportunities regarding transition as they become available. A parent/teacher team may be established in order to collaborate on transition training opportunities and transition opportunities in general. Each year, secondary special education teachers will participate in meaningful transition

planning workshops.

The Life Skills teachers will continue to utilize the Brigance testing materials. These assessments and the collaborative planning time will aid teachers in developing transition activities and post school outcomes.

Change will be evident by comparing the transition section of current IEPs with the transition section of IEPs written in the following school years. As those transition IEPs improve, so will the quality of transition activities and planning for the students of JCSD. Students will experience more success in post-secondary outcomes. Surveys of students and parents this year and in two years, will demonstrate these improvements.

Person Responsible	Jill Condo
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	12
Provider	Tuscarora Intermediate Unit Transition Consultant
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops Live Webinar Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Parents
Grade Levels	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 district wide coordination of transition activities and assessments
Evaluation Methods	Review of IEPs

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