

Gateway SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

9000 Gateway Campus Boulevard
 Monroeville, PA 15146-3378
 412-372-5300
 Superintendent: William Short
 Director of Special Education: Heather Bungard

Planning Committee

Name	Role
Eric Knorr	Administrator : Professional Education Special Education
William Short	Administrator : Professional Education Special Education
Mary Beth Cirucci	Board Member : Professional Education Special Education
Michael Jack	Building Principal : Special Education
Heather Bungard	Director of Special Education : Special Education
Monica Griffith	Ed Specialist - School Psychologist : Special Education
Stephanie Ruby	Elementary School Teacher - Special Education : Professional Education Special Education
Megan Petruska	High School Teacher - Special Education : Professional Education Special Education
Jessica Whetstone	Middle School Teacher - Regular Education : Special Education
Susan Asti	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 750

Identification Method

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

Gateway School District uses the Discrepancy Model, or a process that examines whether a child exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between ability and achievement, or relative to grade or age. A linear regression approach, examining standard deviations is utilized to determine if a statistically significant difference exists between cognitive ability and performance on normative referenced assessments of academic achievement. In addition, the district utilizes the inclusionary and exclusionary criteria set forth by the Department of Education in the final determination of the existence of a learning disability.

Although the district has adopted the Discrepancy Model, the district is utilizing MTSS multi-tiered systems of supports to monitor students that may be at-risk academically; socially and/or emotionally for failure. MTSS decisions are made using a team based process. MTSS is a framework so that teams may make decisions based on student performance data that has established benchmarks based on empirical studies, especially in the areas of screening, progress monitoring and intervention effectiveness. Teams meet on a monthly basis to examine data and determine whether students require interventions. Progress monitoring data is reviewed to determine the effectiveness of the interventions. Additionally, the elementary buildings and middle schools hold grade level data meetings on a monthly basis with core team members (reading support, math support, academic support teachers) to review data and student progress. The district is committed to refining the child find process and continues to use professional development to support high quality instruction as well as implementing interventions with fidelity.

Enrollment

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

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

The enrollment is not significantly disproportionate.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Currently, the district is not identified as a host site under Section 1306 of the Public School Code. However, if the district would be notified of a nonresident student entering the school, an IEP meeting would be held to review the student's IEP and determine the appropriate programming and placement to ensure the student receives specially designed instruction in the least restrictive environment.

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).

When the district is notified that a student is incarcerated, the district informs the facility/institution that the student has a disability and an IEP. All incarcerated students who may be eligible for special education services are located, evaluated and when deemed eligible are offered a free and appropriate public education by the Intermediate Unit or the hosting school district.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The District makes every attempt to include students with disabilities in the regular education classroom with supplementary aides and services. The District ensures that all special education teachers have earned "highly qualified" status. The Gateway School District provides a continuum of services to meet the individual needs of students as determined by the IEP team. The vast majority of our students spend most of their day in the regular education classroom and have the opportunity to receive instruction with nondisabled peers on a daily basis. This ensures maximum integration into the regular education setting for students with disabilities. Students may receive services in the regular education classroom with the support of an inclusion teacher and/or paraprofessional as determined by the IEP team. Additional supports are provided, as necessary, in order to ensure participation in the general education curriculum. For those students requiring more intense intervention at their instructional level, instruction in designated academic subjects may be provided in a special education classroom at an itinerant or supplemental level of intervention. A more restrictive full time setting is also provided for our students with autism or significant cognitive disabilities so that the intense instruction they require can be provided. Program and placement decisions are based on the student's strengths and needs. The IEP team always considers the regular education settings with supplementary aids and services prior to suggesting a more restrictive environment.

District administrators, special education teachers, regular education teachers, and support personnel have been trained on Least Restrictive environment (LRE). All of our students, however, including those in a full time placement within the district are provided with opportunities throughout the day to interact with their non-disabled peers. Some of these opportunities may be facilitated with either a special education teacher and/or a paraprofessional. The social interaction opportunities may be planned through a social skills activity and/or modeling for some students. The district utilizes Skillstreaming curriculum to provide social skill support both in regular and special education classes. All special education classrooms are located within the ebb and flow of the general education environment at each level.

The district offers a full range of support services and levels of intervention in kindergarten through grade twelve. The majority of students with disabilities attend their neighborhood school except in cases when the neighborhood school does not provide the support services needed by the child as determined by the IEP team. This may occur in the K-4 buildings for students requiring Life Skills Support, Emotional Support, or Autistic Support, due to the low incidence of students with these exceptionalities.

The Gateway School District has implemented a continuum of services in the regular education classroom with academic and behavioral supports. A three-tier model including interventions from the least to most intensive is currently in place. Regardless of where the student is receiving instruction, research-based materials are used consistently and teachers are provided the professional development on how to implement the curriculum with fidelity. Research based

academic interventions are available at all grade levels and include resources such as Read 180, Math 180, Succesmaker, Language for Learning, Connecting Math Concepts, SRA Reading Mastery, Sonday, and others.

Learning support services are provided both within the regular education classroom environment at all building levels and through a resource setting depending on the needs of the individual student. The learning support services in the K-6 setting are based on student needs as addressed in the IEP. Inclusive practices are incorporated on a daily basis while also offering additional support services as deemed by the IEP team during an intervention block. In the 7-12 grade level setting, the learning support teachers provide additional support in order to address academic gaps during a student's study hall (academic support). Learning support services are also delivered at non-residential public facilities, such as centers operated by AIU #3 and approved private schools.

Life skills support is offered at all grade levels. Students are included in the regular education classes to the extent possible as determined by the IEP team. Students are included in encore classes (gym, music, art, library, computer) with peers. As with all programming, LRE decisions are decided by the IEP team. Life Skills Support services are also delivered at non-residential public facilities such as Sunrise School operated by AIU #3.

Emotional support is provided within the regular education classroom environment at all levels. Additionally, K-12 full-time and supplemental emotional support is provided within the Emotional Support classroom, if deemed appropriate by the IEP team. Consultation will be provided by the Gateway School District Positive Behavior Support Specialists on a school wide, classroom wide and individual student basis. Emotional support services are also delivered at licensed private day schools and approved private schools. Students who have been incarcerated receive services at institutions such as Glade Run.

The Autistic Support Programs are available K-12. These classrooms are Applied Behavior Analysis classrooms, which make use of Skinner's Analysis of verbal behavior. The Autistic Support Classrooms are part of the PA Autism Initiative: ABA supports (previously known as Verbal Behavior Project). Autistic Support classrooms programing consists of implementation of research based curricula such as Skillstreaming, Reading Mastery and Connecting Math Concepts. Specialized training in ABA is provided to the paraprofessionals by board certified behavior analysts.

Students identified as requiring Physical Support requiring special education services would receive these services in a variety of settings and environments based on student needs and IEP team decisions. Multiple Disability Support is currently provided to students both in the district, AIU #3 Center, Sunrise, and in an Approved Private School settings. The district works with the AIU #3 consortium to provide related services within the district to students with multiple disabilities.

Both Vision and Hearing support services are provided individually, in small group settings and in the general education setting within the Gateway School District through the AIU3 related service contract.

Speech and language support is provided both in the regular education classroom and through individual and small group setting at all building levels. In addition, students in either the life skills classroom and/or autistic support classroom may receive speech services in the special education classroom.

At each IEP team meeting, the Educational Placement Questions for the IEP team are discussed to ensure that services are delivered in the least restrictive environment. Principals, special education teachers and paraprofessionals have received training on the SaS Fact Sheet and Student Learner Profile in order to ensure that students with disabilities receive meaningful benefit from education in the general education classroom. Results of IEP team decisions indicate that students who were educated outside the regular classroom for more than 20% of the school day, had significant academic and/or behavioral needs that were not able to be met within the regular education environment, even with the use of curricular, physical, and environmental modifications/accommodations. In addition, the district utilizes services from both the AIU and Pattan to offer students opportunities for success in the LRE by working through the SaS Toolkit with the IEP team.

All children with disabilities are afforded the opportunity to participate in school activities with their non-disabled classmates. These activities range from elementary choral programs and plays, to after school activities at the middle and high school levels. We also provide the needed accommodations for this to occur, such as transportation and the provision of interpreters/translators for extracurricular activities. Students placed outside the school district are monitored throughout the year by communication with school personnel and attendance at IEP meetings. IEP teams discuss and determine transition plans or students are appropriately transitioned back into his/her neighborhood school. Students attending outside placements are also encouraged to participate in extracurricular activities and are provided SaS for those activities, if deemed necessary by the IEP team.

The district employs 85 special education paraprofessionals, which includes a mix of part time and full time employees. These paraprofessionals provide one-on-one or small group support to students with disabilities. The IEP determines the need for a para-professionals in order for the student to access the educational environment. The paraprofessional provides pre-teaching and reteaching in order for students to succeed within their programming. All district special education paraprofessionals have earned highly qualified status. The school district staff, AIU, and Pattan consultants are utilized to provide paraprofessionals professional development opportunities during In-service days.

Supplementary Aids and Services

Service	Resource Description
Academic Interventions	Invention math and reading services available in all buildings based upon students' needs
Assessment	Comprehensive assessment available for all students in need
Benchmark Assessments	Benchmark assessments in Reading and Math used in all buildings and grades K-11
Career Counseling	Career guidance and counseling for secondary level students
Career/ Transition Services	Transition coordinator 7-12 grade Transition Survey Parents/ Students Transition Portfolio Community Connections Program Gator Café Apartment-like classroom PAES Program
Collaboration-Supplementary Aids and Services	Co-teaching Paraprofessional Support Outside training and consulting services Professional Development Common Planning time Training for staff on use of interventions and assistive technology Special Education Department meetings

	<p>AIU meetings</p> <p>Pattan meetings</p> <p>Webinars</p>
Continuum of Services	<p>Comprehensive continuum of services available and designed to meet the needs of all students</p>
Instructional- Supplementary Aids and Services	<p>Modifying Tests</p> <p>Co-teaching</p> <p>Differentiated Instruction</p> <p>Modifying of learning environment</p> <p>Providing outlines and cloze outlines</p> <p>Books on tape</p> <p>Computer support</p> <p>Ipad Apps</p> <p>Word Banks</p> <p>Hands on Activities</p> <p>Small group Instruction</p> <p>Paired Instruction</p> <p>One on one support</p> <p>Paraprofessional support</p> <p>Specialized Curriculum</p> <p>Use of laptop</p>

	<p>Kurzweil</p> <p>Use of manipulatives</p> <p>Use of calculators</p> <p>Modifications of time</p> <p>Modification of homework/projects</p> <p>Printed/ verbal directions</p> <p>Special seating arrangements</p> <p>Resource support</p> <p>Highlighted materials</p> <p>Sound amplification systems</p>
Multi-Disciplinary Teams	Multi-disciplinary teams at every grade level to support and monitor student achievement
Physical-Supplementary Aids and Services	<p>Preferential seating</p> <p>Flexible room arrangement</p> <p>Cushion seats</p> <p>Seat discs</p> <p>Adaptive equipment</p> <p>Sensory objects</p> <p>Wheelchair accessibility</p>
Pre-referral Services	GSD employs a process for identifying students in need of targeted interventions for school performance problems related to academic, learning, emotional or behavioral deficits. The Student Support Team consists of the building principal; school counselor;

	<p>reading specialist; classroom teacher; and school psychologist. The team reviews data from universal screening instruments and classroom performance measures, develop targeted empirically based interventions, monitors response to interventions employed and develops long-term plans that focus on the remediation of academic deficits and growth and development of the student. GSD implements research-based interventions for targeted students identified through universal screenings in reading, math, and written expression. Response to these interventions is progress monitored and included in the determination of Multi-Disciplinary Evaluation.</p>
<p>School Social Worker/ Home School Visitor</p>	<p>School Social Work/Home School Visitor is a specialized area of practice within the broad field of the social work profession. School social workers bring unique knowledge and skills to the school system and the student services team. School social workers are instrumental in furthering the purpose of the schools: to provide a setting for teaching, learning and the attainment of competence and confidence.</p> <p>The school social workers are employed to enhance the district's ability to meet its academic mission, especially where home, school and community collaboration is the key to achieving that mission. The role and function of the home and school visitor in working with students, families, schools and community organizations include: child advocacy; case management and record keeping; assessment, diagnosis, monitoring, evaluation and termination; interviewing and communicating with groups and individuals; consultation and collaboration with school personnel and community service; and prevention and intervention in social and</p>

	educational problems.
Social-Behavioral Supplementary Aids and Services	SAP Lunch Buddies Skills Streaming Curriculum School-Wide Positive Behavior Olweus Bully Prevention Program Positive Reinforcement systems Modifications to changing classes Notifying students in advance of schedule changes Behavior Contracts Setting school and classroom expectations Functional Behavioral Assessments Behavior support plans
Student Assistance Program	Building-level teams designed to support the social-emotional needs of students
Student Support Teams	Building-level teams designed to support students who are struggling academically and behaviorally

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.

The Gateway School District's Positive Behavior Support plan contains all required regulatory components as evidenced by board policy 113.1. The LEA's PBS Policy/procedure includes research-based practices and ensures that restraints are only used as a last resort. The Gateway School District's Positive Behavior Support Plan policy for Exceptional Students reflects the effective strategies, methods, and techniques that govern student positive behavior support. Educating exceptional students who display disruptive behaviors requires a plan of action that is governed by PA rules and regulations. The Gateway School District's Positive Behavior Support Plan Policy for Exceptional Students consists of four levels, based on best practices and current professional research. The following guidelines will establish procedures for the development of effective positive behavior support strategies for identified students.

Level I

Good classroom management includes strategies that are preventive in nature. Management of behaviors at this level does not require a positive behavior support plan included in the Individual Education Plan (IEP). Successful classroom management is a prerequisite to instruction and involves not only responding effectively when problems occur, but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Among the various strategies emphasized are: effective teaching practices, frequent monitoring, clear rules and procedures, praise, systematic reinforcement, modeling, verbal instruction of appropriate behavior, classroom discussion and problem solving, and family involvement and cooperation. Additionally, the long-range goal of classroom behavior management should be for all students to learn to manage their own behaviors.

Level II

For each eligible student who does not respond to classroom behavior management strategies, an individual positive behavior support plan may need to be developed as part of the IEP to address the student's behavioral needs. The positive behavior support plan that is developed within the IEP will include positive behavioral supports and reinforcement systems. Interventions and strategies shall

be least restrictive and delivered in accordance with Pennsylvania regulations. The positive behavior support plan should include appropriate techniques that are conducive to the development and maintenance of skills, which would remove barriers to the student accessing a free appropriate public education (FAPE). Potential causes for the behavior problems should be reviewed and addressed as part of the development of the positive behavior support plan.

A functional behavior assessment will be conducted at the discretion of the IEP team prior to the implementation of a positive behavior support plan.

The functional behavior assessment will include:

- 1.The target behavior
- 2.The setting in which the target behavior occurs.
- 3.Antecedents to the target behavior.
- 4.Instructional and social consequences resulting from the target behavior.
- 5.A hypothesis for the function of the target behavior.
- 6.Positive replacement behaviors for the target behavior.
- 7.Strategies to teach replacement behaviors.

Level III

Positive techniques for the development, change and maintenance of selected behaviors shall be attempted prior to the use of more intrusive interventions.

The use of verbal techniques to de-escalate inappropriate behavior.

Non- Exclusionary De-escalation area may be used to extinguish external stimuli so the student may regain emotional composure.

Exclusionary De-escalation area may be used to extinguish external stimuli so the student may regain emotional composure.

Restraints- Non-violent physical crisis intervention to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that is a clear and present danger to him/herself or other students or employees, and only when less restrictive measures and techniques have proven to be less effective. The use of Non-violent physical crisis intervention to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. The use of Non-violent physical crisis intervention may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment.

When a Non-violent physical crisis intervention is used, the following procedure will occur; the incident should be documented using the Non-violent physical crisis intervention report, the parent

will be notified of the incident as soon as possible by the school principal, a meeting will be convened with parent within 10 school days, school representatives and other appropriate agencies to develop a plan for the student's return to the classroom.

Mechanical restraints- that are used to control involuntary movement or lack of muscular control of students due to organic causes or conditions may be employed when specified by an IEP, as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/ guardians. Mechanical restraints shall prevent a student from injuring him/herself or others, or promote normative body positioning and physical functioning.

NOTE: Consent of a parent/ guardian is required prior to the use of highly restraining or intrusive procedures. Prone restraints are prohibited and may not be used at any time.

Aversive Techniques

The following aversive techniques of handling behavior may not be used in educational programs:

1. Corporal punishment.
2. Punishment for manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern under 22 PA Code Sec. 14.143 (a).
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Methods which have not been outlined in the agency's plan.

The GSD Crisis Model is used in emergency situations for behaviors that present a clear and present danger to the student or others. It outlines the components of positive behavior support that are utilized to address student's problem behavior. The GSD crisis model includes interventions such as: ensuring the safety of student and other students, notifying parent and requesting that he/she comes to the school, notifying the police, notifying RESOLVE, calling EMS and de-escalation

intervention strategies.

Additionally, the Gateway School District teachers and staff have been trained on School-Wide Positive Behavior Support and the Olweus Bullying Model.

The district has established positive relationships with outside providers, Allegheny County agencies and mental health providers and this collaboration assists in the provision of appropriate services for students. The district works closely with the Allegheny County Office of Behavioral Health, Children and Youth Services, Community Care Behavioral Health, Kids Voice, and other mental health providers. Additionally, the district has employes a two licensed social worker/home school visitors who is available to provide support to students. The district is licensed as an outpatient service site for students K-12. This district works with Family Behavior Services to provide outpatient therapy to students in need of mental health services referred through SAP/SST process or guidance counselors in each building. The district also has SAP liaisons from Turtle Creek Valley Community Services as part of the SAP teams K-12.

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.

All staff at Gateway School District work cooperatively to ensure that the district provides FAPE to all students. All continuum of services and placement decisions are made via the IEP team and in accordance with providing all students with a Free and Appropriate Public Education (FAPE). The district has been able to provide FAPE to students; however, if an issue were to arise, the district would work collaboratively with parents and would explore placement options that may exceed those currently available. Parents are considered to be an integral member of the IEP Team and are always invited and encouraged to participate in IEP meetings and placement decisions. If they are not available to attend in person, the district will offer other methods to ensure parent participation.

The district works with Juvenile Probation, Children and Youth Services, Kids Voice, local shelters, Achieva, Office of Vocational Rehabilitation, partial hospitalization programs and wrap around providers to address the intensive needs of students. The district also has a partnership with the Allegheny County Office of Behavior Health, Bureau of Children and Adolescent Mental Health Services in order to be a resource for home services in conjunction with school-based services.

Additionally, the district has employed a licensed social worker/ home school visitor who is available to provide support to students. The district is licensed as an outpatient service site for students K-12. The district works with Family Behavior Resources to provide outpatient therapy to students in need of mental health services referred through SAP/ SST process or guidance counselors in each building.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Sunrise School	Special Education Centers	Full Time Life Skills Support (5); Full Time Multiple Disabilities Support (5); Full Time Autistic Support(5)	15
Children's Institute	Approved Private Schools	(1) Full Time Multiple Disabilities. (2) Full Time Autistic Support	3
Western PA School for the Blind	Approved Private Schools	Full Time Multiple Disabilities	4
Watson WISCA	Approved Private Schools	Full Time Autistic Support	1
PACE School	Approved Private Schools	(2) Full Time Autistic Support; (5) Full Time Emotional Support	7
Friendship Academy	Approved Private Schools	Full Time Emotional Support	1
Wesley Spectrum	Other	Full Time Emotional Support	1
Adelphoi	Other	Itinerant Emotional Support	3
Holy Family Institute	Other	Full Time Emotional Support	6
PLEA	Special Education Centers	Full Time Autistic Support	1
New Story	Special Education Centers	(10) Full Time Emotional Support; (4) Full Time Autistic Support	14

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 22, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	17	1
Locations:				

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

Program Position #2 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	18	1
Locations:				
CSE	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	8	1
Locations:				
CSE	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 15, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	43	0.75
Locations:				
CSE	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	14 to 17	7	0.25
Locations:				
Gateway High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 15, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	15	0.8
Locations:				
Evergreen	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	5 to 9	2	0.2
Locations:				
Evergreen	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 28, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	18	1
Justification: The classroom will support students K-4 at different times throughout the day.				
Locations:				
Evergreen	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	34	0.75
Locations:				
Evergreen	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 9	7	0.25
Locations:				
CSE	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	16	1
Locations:				
UP	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	14	1
Locations:				
UP	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	36	0.75
Locations:				
UP	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	14 to 17	13	0.25
Locations:				
GHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator: School District*

PROPOSED PROGRAM INFORMATION*Type: Class**Implementation Date: August 15, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				
Ramsey	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 10	8	1
Locations:				
Ramsey	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	12	1
Locations:				
Ramsey	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				
Ramsey	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	49	1
Locations:				
Ramsey	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	6	0.25
Locations:				
Ramsey	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	7	0.25
Locations:				
MSMS	A Middle 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	12 to 13	4	0.25
Locations:				
GMS	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	6 to 9	7	0.25
Locations:				
University Park	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 28, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	20	1
Locations:				
MSMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 11	8	1
Locations:				
MSMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 20, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 11	12	1
Locations:				
MSMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	20	1
Locations:				
MSMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position
Implementation Date: August 23, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	2	0.2
Locations:				
MSMS	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	10 to 12	14	0.8
Locations:				
MSMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position
Implementation Date: August 23, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	16	0.8
Locations:				
MSMS	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 12	2	0.2
Locations:				
MSMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: March 28, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 11	32	0.7
Locations:				
MSMS	A Middle School	A building in which General Education		

Building	programs are operated		
----------	-----------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 11	15	0.3
Locations:				
GMS	A Junior High School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	15	0.5
Locations:				
GMS	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 15	9	0.5
Locations:				
Gateway Middle School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.5
Justification: In order to support the needs of all students, the FTE and level of support is being adjusted to carry both Itinerant and Supplemental students.				
Locations:				
GMS	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	Learning Support	12 to 15	16	0.5
Locations:				
Gateway Middle School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	2	0.2
Locations:				
GMS	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	12 to 15	14	0.8
Locations:				
Gateway Middle School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	16	0.8
Locations:				
GMS	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	12 to 15	1	0.2
Locations:				
Gateway Middle School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 13	8	1
Locations:				

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

Program Position #30*Operator: School District***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	12	1
Locations:				
GMS	A Junior High School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	16	1
Locations:				
GHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	15	1
Locations:				
GHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	17	1
Locations:				

GHS	A Senior High School Building	A building in which General Education programs are operated		
-----	-------------------------------	---	--	--

Program Position #34*Operator: School District***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 21	12	1
Justification: * Students that receive services in the Life Skills program whose age is above or below the norm complete an age waiver each year and it is documented in the IEP. Students programming is individualized and age appropriate.				
Locations:				
GHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	12	1
Locations:				
GHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	16	1
Locations:				
GHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	17	1
Locations:				

GHS	A Senior High School Building	A building in which General Education programs are operated		
-----	-------------------------------	---	--	--

Program Position #38 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	16	1
Locations:				
GHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	14	1
Locations:				
GHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #40 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	15	1
Locations:				
GHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #41*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	16	1
Locations:				

GHS	A Senior High School Building	A building in which General Education programs are operated		
-----	-------------------------------	---	--	--

Program Position #42 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 28, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	16	1
Locations:				
GHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #43 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 28, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 21	8	1
Justification: *Students that receive services in the Autistic Support program whose age is above or below the norm complete an age waiver each year and it is documented in the IEP. Students programming is individualized and age appropriate.				
Locations:				
GHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #44 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 28, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 13	1	0.02
Locations:				
GMS	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	6 to 9	1	0.09

Locations:				
University Park	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	14 to 17	3	0.09
Locations:				
GHS	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	Blind or Visually Impaired Support	10 to 11	1	0.02
Locations:				
Moss Side Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #45 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 28, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 9	3	0.2
Locations:				
CSE	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	10 to 11	2	0.4
Locations:				
MSMS	A Middle 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 13	5	0.4
Locations:				
GMS	A Junior High School Building	A building in which General Education programs are operated		

Program Position #46 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION*Type: Class**Implementation Date: March 28, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 17	10	1
Locations:				
GHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #47 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 25, 2014***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 10	8	1
Justification: The classroom will support students K-4 at different times throughout the day.				
Locations:				
University Park	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 25, 2014***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 21	5	0.5
Justification: Student's from 9th -12+ receive services in this classroom throughout the day.				
Locations:				
Gateway High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #49 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 25, 2014***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	5	0.5

Justification: Student's from 9th -12+ receive services in this classroom throughout the day.				
Locations:				
Gateway High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #50 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	15	1
Locations:				
Moss Side Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #51 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: January 24, 2017

Explain any unchecked boxes for facilities questions: This position will be split between two elementary buildings. This position has been created due to increase in caseload at both elementary buildings. The room at CSE will be shared with another special education teacher in a previously approved room. The room at UP will be shared with a regular education teacher. This position and class would start on January 24th (new semester) pending board approval.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	5	0.5
Justification: The teacher will work with K-4 grade students in the elementary building but will work with the students during different times so that a K and a 4th grader will not be grouped together.				
Locations:				
Univeristy Park	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	5	0.5
Justification: The teacher will carry K-4 grade students on roster but will not be working with all of the students at the same time.				
Locations:				
Dr. Cleveland Stewart Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #52 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: ClassandPosition**Implementation Date: August 24, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	18	1
Locations:				
University Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #53 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 24, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	5	0.5
Locations:				
Cleveland Steward 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	6 to 9	10	0.5
Locations:				
Cleveland Steward Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #54 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 23, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	18	1
Locations:				
GMS	A Junior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services	All Buildings	1
Certified School Psychologist	All Buildings	1
Transition Coordinator 7-12	Gateway Middle School, Gateway High School, and outside placements	1
Social Worker	All Buildings	2
School Counselor	University Park	1
School Counselor	Ramsey	1
School Counselor	Dr. Cleveland Steward Elementary	1
School Counselor	Evergreen	1
School Counselor	Moss Side Middle School	2
School Counselor	Gateway Middle School	2
School Counselor	Gateway High School	4
Special Education Paraprofessionals (10 total)	Dr. Cleveland Steward Elementary	1
Special Education Paraprofessionals (18 Total)	Ramsey	1
Special Education Paraprofessionals (4 Total)	Evergreen	1
Special Education Paraprofessionals (12 Total)	University Park	1
Special Education Paraprofessionals (16 Total)	Moss Side Middle School	1
Special Education Paraprofessionals (10 Total)	Gateway Middle School	1
Special Education Paraprofessional (14 Total)	Gateway High School	1
Supervisor of Special Education	All Buildings	1
School Home Visitor	All Buildings	2
Postive Behavior Specialist	K-6	1
Postive Behavior Specialist	7-12	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	5 Days
Physical Therapy	Outside Contractor	5 Days
Certified School Psychologists	Outside Contractor	5 Days
Orientation and Mobility	Intermediate Unit	5 Hours

Vision Therapy	Intermediate Unit	3 Days
Travel Trainers	Intermediate Unit	5 Hours
Interpreter	Intermediate Unit	5 Hours
Nursing Services	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description

Gateway School District runs seven autistic support classrooms throughout the district. All of the autistic support programs operate as Applied Behavior Analysis (ABA) classrooms which make use of Skinner's Analysis of Verbal Behavior. Special education teachers, speech and language pathologists and paraprofessionals trained in ABA work collaboratively to provide this approach. Two of the autistic support teachers and one of the speech and language pathologists are Board Certified Behavior Analysts (BCBAs).

Consultation is provided to the autistic support staff throughout the school year from educational consultants from the PA Autism Initiative: ABA Supports. The autistic support staff also receive consultation from the district's positive behavior support specialists. Initial training and consultation from the PA Autism Initiative and the positive behavior support specialists tends to focus on the definition of autism, treatments associated with autism and the research-based rationale for the use of ABA, basic principles of ABA and Skinner's Analysis of Verbal Behavior. Once staff has mastered this content, additional training and consultation is provided regarding administration of the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), appropriate programming based on assessment results, discrete trial/intensive teaching procedures, natural environment teaching procedures to develop self-help/adaptive/daily living skills and the implementation of positive behavior support plans (PBSPs). Data collection and visual display of data (graphing) is also targeted. Training and consultation are provided via a behavior analytic approach, mainly from the field of Organizational Behavior Management (OBM).

Autistic support teachers may also hold meetings with paraprofessionals before, during or after the school day to provide updates on student specific programming.

Additionally, on-going training for all administrators and staff will continue in the area of Autism Spectrum Disorder. This training will consist of evidence-based programming, as well as supplementary aides and services for students

receiving instruction in the general education setting.

Evidence of Implementation:

- Agendas from professional development activities
- Sign in sheets of participants
- Evaluations summaries from participants in attendance of trainings
- Assessment data (standardized, curriculum based, progress monitoring from IEPs)
- LRE information from PDE's Special Education Data Report
- Consultation notes from PA Autism Initiative
- Consultation notes from district Positive Behavior Specialist

Person Responsible	Director of Pupil Services and Supervisor of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	200
Provider	School Entity; Consultants; AIU; Pattan
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Administrators, teachers, paraprofessionals and all other staff members working with students with Autism Spectrum Disorder will be able to implement research based programs for the children using supplementary aids and services as well specially designed instruction.
Research & Best Practices Base	Resources utilized to provide programming will continue to be research based and appropriate to meet the needs of students with Autism Spectrum Disorder. The district will continue to work with both consultants from

	<p>the PA Autism Initiative: ABA Supports as well as the District's positive behavior support specialists in order to assure research based and best practice methods are being implemented across the district.</p>
<p>For classroom teachers, school counselors and education specialists</p>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Online-Synchronous Online-Asynchronous Professional Learning Communities</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents</p>

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of written reports summarizing instructional activity Program competencies completed at ongoing site visits by Pattan.

Behavior Support

Description

All buildings in the District will consistently implement Response to Intervention (RtII) as a method of developing and adjusting strategies that mitigate student behavior. The school psychologist will continue to work with individual building Multi-Tier System of Supports (MTSS) teams to create research-based behavior interventions that are effective to increase academic engagement. Data will be reviewed during regularly scheduled monthly RtII meetings in order for teams to analyze data to determine appropriate tier interventions for students with behavioral issues. Parents will be part of the RtII process through meeting participating and/or providing student information and feedback. On-going training will be provided to personnel through professional development days and when appropriate, through seminars and conference attendance.

The District will continue to implement the Olweus Bullying Prevention Program. Data will be collected from surveys and classroom meetings. This data will assist in identifying areas of concern, providing focus for lessons and activities and providing information regarding need for staff training and

professional development.

The District will continue to adhere to the Positive Behavior Support for Exceptional Students Policy. Decisions regarding students with IEPs will continue to be made through the IEP team process. IEP teams will continue to use functional behavior assessment in order to develop appropriate positive behavior support plans that allow students to participate in the least restrictive environment and access curriculum to the greatest extent possible. Additionally, the IEP team will continue to utilize appropriate behavioral support techniques and specially designed instruction to maximize opportunities for students with disabilities.

Parents will continue to be valued participants in the development of positive behavior supports in order to maintain and enhance home-school partnerships that effectively address the needs of students with emotional and behavioral issues.

All K-12 special education administrators, teachers and support staff will continue to receive ongoing training to effectively address student needs through conducting functional behavior assessments (FBAs) with fidelity and developing function-based positive behavior support plans based on the resulting data.

Consultation will be provided by the Gateway School District Positive Behavior Support Specialists on a school wide, classroom wide and individual student basis.

QBS Safety Care Behavioral Safety Training program provides skills and competencies for teachers and staff to effectively prevent, minimize, and manage behavioral challenges with respectful, humane, and non-coercive interventions. These interventions include strategies based on the principles of behavior and applied behavior analysis that allow teachers and staff to effectively de-escalate behavior challenges and teach functional replacement behaviors in order to prevent future incidents. Gateway School District currently has two Behavioral Safety Certified Trainers that are able to provide training in the QBS Safety Care Behavioral Safety Training program for Gateway staff and teachers. Behavioral Safety Certified Trainers undergo an initial 3-day training with a trainer from QBS and one day re-certification training yearly. The trainers are then able to facilitate initial two-day trainings for other Gateway employees and one day recertification trainings each year. QBS certified staff make use of techniques including de-escalation, safe physical

management techniques, and prevention of behavioral incidents.

The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school.

Professional training conducted by a PA Approved SAP Training Provider (PASTP) is required for team members to ensure the appropriateness of the recommended services, effective interagency collaboration and compliance with state and federal laws protecting the privacy rights of parents and students.

The core of the Student Assistance Program is a professionally trained team, including school staff and liaisons from community drug and alcohol and mental health agencies. SAP team members are trained to identify issues, determine whether or not the presenting issue lies within the responsibility of the school, and to make recommendations to assist the student and the parent. When the issue lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. SAP team members do not diagnose, treat or refer to treatment; but they may refer a student to a liaison who may screen or assess for further community-based services and support.

Guidelines for the SAP K-12 training system in Pennsylvania contain training standards and competencies to ensure SAP team professionals receive up-to-date professional training consistent with PNSAS approved procedures.

There is a SAP team within each building in the District. Members of SAP teams will continue to receive professional training consistent with PNSAS approved procedures.

Boys Town's teaching methods utilize behavioral principles, while allowing students to integrate their thoughts and feelings into this learning process. And, unlike many other learning theory models, Boys Town effectively uses external reinforcement, where appropriate, to promote and maintain skill-learning and relationship development. This allows students to change intrinsically. Inadequate thought patterns change, negative feelings diminish, and inappropriate behaviors are replaced by positive behaviors for the youth

and others. In addition to teaching skills, other elements of the Boys Town Teaching Model include building healthy relationships, supporting moral development, creating a positive, family-style environment, and promoting self-government and self-determination. Together, these elements comprise a proven, research-based, outcomes-oriented, and effective approach to helping students.

The K-6 Positive Behavior Support Specialist attended a training at the Boys Town National Headquarters in Omaha, Nebraska regarding Specialized Classroom Management. The positive behavior support specialist will continue to provide consultation and training to the special education staff in regards to the implementation of the Boys Town Approach.

Acceptance and Commitment Therapy (ACT), is a form of counseling and a branch of clinical psychology. It is an empirically based psychological intervention that uses acceptance and mindfulness strategies mixed in different ways with commitment and behavior-change strategies, to increase psychological flexibility. There are a variety of protocols for ACT, depending on the target behavior or setting. The objective of ACT is not elimination of difficult feelings; rather, it is to be present with what life brings and to move toward valued behavior.

The 7-12 Positive Behavior Support Specialist attended a training in Ft. Lauderdale, Florida regarding ACT. The positive behavior support specialist will continue to provide consultation and training to the special education staff in regards to the implementation of ACT and an associated curriculum referred to as Accept, Identify, Move (AIM).

Evidence of Implementation:

- Agendas from professional development activities and paperwork related to staff attendance at seminars and conference attendance
- Documentation of Students placed in Tier I, II and III through the RtII process, as well as documentation of students successfully exited from the RtII process.
- Documentation of FBA, PBSP through IEP goals and SDI.
- District-wide and building level data reports on discipline referrals.

- Data from the Olweus survey and agendas from the Bullying Prevention Meetings.
- Documentation of Olweus classroom lessons provided to students
- Consultation notes from the district behavior specialists
- QBS certificates for trained staff

Person Responsible Director of Pupil Services; School Psychologist; Supervisor of Special Education; Building Principals

Start Date 7/1/2020

End Date 6/30/2023

Program Area(s) Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	10
# of Participants Per Session	300
Provider	Gateway School District; AIU; Pattan
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Administrators, parents, teachers and staff will have a solid understanding of what School-wide Positive Behavior Support means. They will also be able to identify consistent rules and consequences for all students. Students will also be able to articulate the rules and consequences. Additionally, stakeholders will know and understand the purpose of a Functional Behavioral Assessment and be able to conduct one. As a result, RtII and IEP teams will be able to develop appropriate Behavioral Support Plans that will be implemented across all settings with in the school environments so that the child can continue to receive instruction in the least restrictive environment.</p> <p>The Olweus Bullying program will continue to be implemented with consistency and fidelity. Building teams will continue to adjust programs based on data gleaned from the surveys, team planning meetings and classroom meetings.</p> <p>The Gateway School District Behavioral Safety Certified Trainers will continue to provide training in the QBS Safety Care Behavioral Safety Training program for Gateway staff and teachers. Members of SAP teams</p>

	<p>will continue to receive professional training consistent with PNSAS approved procedures. Emotional support teachers and staff will continue to receive training and consultation regarding the implementation of the Boys Town Approach to the teaching of social skills, as well as the implementation of ACT via the AIM curriculum</p>
Research & Best Practices Base	<p>The district will continue to utilize research based resources and best practices when designing and implementing Functional Behavior Assessments and Positive Behavior Support plans. The District will also access forms available through PDE's Bureau of Special Education and RtII teams will follow best practices identified at the national, state and local levels when conducting Functional Behavior Support Plans and developing the Positive Behavior Support plans through the RtII process.</p> <p>The district will continue to utilize the Olweus Bullying Prevention program, and related data, when conducting classroom lessons and will continue to administer the student survey through the Olweus Program.</p> <p>The District will continue to implement QBS Safety Care Techniques to effectively prevent, minimize, and manage behavioral challenges with respectful, humane, and non-coercive interventions. SAP teams will continue to implement the 4 phases of the student assistance process with fidelity (referral, team planning, intervention and recommendations and support and follow up). Fidelity checks and competencies will continue to administered regarding the Boys Town Approach and implementation of ACT/AIM curriculum.</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional</p>

educators seeking leadership roles	<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p>

	<p>Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity Development of Functional Behavior Support Plans and Positive Behavior Support Plans</p>
--	--

Paraprofessional

Description

Gateway school district employs 85 special education paraprofessionals. All paraprofessionals meet highly qualified standards by one of the following ways: 1) College degree 2) Associate degree 3) Portfolio that documents the individual met the 13 competencies outlined by PDE 4) Passing the Para-educator Praxis exam. Past practice allowed for if individuals did not have either degree, the district would provide an opportunity for the paraprofessionals to take the Praxis exam and/or complete the 13 competencies. However, effective 2013-2014 school year the district only employs individuals with either an associate degree or college degree. The district provides at least 20 hours a year of professional development in all areas related to special education to the paraprofessional. The district offers CPR/ First aid training, Positive School Wide Behavior training to the paraprofessionals to acquire the required hours of professional development. Paraprofessionals can also acquire their hours through Pattan's online paraprofessional training offered on-site at the district throughout the year. Administrators, teachers and paraprofessionals are given opportunities to provide input on the type of training needed for the year through surveys.

Paraprofessionals supporting students with special needs will continue to be trained in ABA. All Gateway School District Paraprofessionals have been required to attend a 40-hour training aligned to the 2nd Edition Task List for Registered Behavior Technicians, a nationally recognized paraprofessional certification in the area of behavior analysis. The course may be used by the paraprofessionals to pursue an RBT designation if they so choose. Upon completion of the coursework, in order to pursue becoming an RBT, paraprofessionals will need to pass a competency examination by a BCBA and pass the written exam offered through the Behavior Analyst Certification Board (BACB). Gateway School District currently employs five BCBA's (two special education teachers, one speech and language pathologist, one K-6 positive behavior support specialist and one 7-12 positive behavior support specialist). The BCBA's within district are willing to provide the competency

examinations for paraprofessionals wanting to pursue the RBTâ designation.

Evidence of Implementation:

- Observations and evaluation summaries from teachers and building administration
- Agendas from professional development training
- Sign in sheets and evaluation summaries from training sessions
- Certificates of Completion of Competencies

Person Responsible	Director of Pupil Services; Supervisor of Special Education; Human Resource Director
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	60
# of Participants Per Session	85
Provider	Gateway School District; AIU; Pattan; Consultants
Provider Type	Non-profit Organization
PDE Approved	No
Knowledge Gain	The variety of topics as well as the necessary training offered during professional development times should provide the paraprofessionals a resource of information to utilize when working with students with a disability. The paraprofessionals should be able to perform tasks such as: clerical work; provide support for the students individual needs; assist with accommodations and/or modifications; collect data and communicate effectively with administrators and teachers.
Research & Best Practices Base	All training and resources utilized are researched based and modeled after best practices. The district will utilize training information provided by the school district; Pattan; AIU and consultants to provide professional development activities.

<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Podcast Online-Synchronous Online-Asynchronous</p>
<p>Participant Roles</p>	<p>Paraprofessional</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Creating lessons to meet varied student learning styles Journaling and reflecting Paraprofessionals are required to acquire 20 hours of professional development and log those hours yearly.</p>
<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

	Portfolio
--	-----------

Reading

Gateway School District Special Education Data 2018-2019

n

Subject	Building	Advanced	Proficient	Basic	Below
Math	Ramsey	13.6% (3)	27.3% (6)	31.8% (7)	27.3% (6)
Reading		9.1% (2)	22.7% (5)	50% (11)	18.2% (4)
Math	CSE	6.2% (1)	18.8% (3)	31.2% (5)	43.8% (7)
Reading			18.8% (3)	62.5% (10)	18.8% (3)
Math	EVE	26.7% (4)	26.7% (4)	20% (3)	26.7% (4)
Reading		6.7% (1)	26.7% (4)	47.6% (7)	20% (3)
Math	UP	31.6% (6)	42.1% (8)	21.1% (4)	5.3% (1)
Reading		5.3% (1)	57.9% (11)	26.3% (5)	10.5% (2)
Math	MSMS	6.6% (9)	21.3% (9)	29.4% (40)	42.6% (58)
Reading		9.6% (13)	28.7% (39)	39% (53)	22.8% (31)
Math	GMS	9.9% (15)	24/3% (37)	24.3% (37)	41.4% (63)
Reading		9.2% (14)	35.5% (54)	48% (73)	7.2% (11)
Math	GHS (Keystone)	2.6% (2)	7.8% (6)	20.8% (16)	68.8% (53)
Reading		1.3% (1)	29.9% (23)	40.3% (31)	28.6% (22)

Evidence of Implementation:

- Maintain reading specialists in all buildings
- Improve Co-Teaching in K-12
- Maintain intervention times in elementary building schedules and academic supports in 7-12 grade
- Continue to utilize research based programs such as Successmaker and SRA Reading Mastery
- Maintain TAG classes in high school
- Maintain MTSS process K-6
- Continue to develop standard based IEP goals that address reading deficits for students with a learning disabilities in reading
- Continue to provide professional development in the areas of reading and data analysis

- Continue to utilize data systems such as: PVAAS; On Hands
- On-going data analysis of DIBELS; Succesmaker; OLSAT; SAT; PSSA; Keystones; CDT; CBA's

Person Responsible	Director of Pupil Services; Building Principals
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	12
# of Participants Per Session	300
Provider	Gateway School District; AIU; Pattan
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Administrators, teachers, paraprofessionals and all other staff members working with students with special education services will be able to implement research based programs for the children using supplementary aids and services as well specially designed instruction.
Research & Best Practices Base	Resources utilized to provide programming will continue to be research based and appropriate to meet the needs of students with special education services.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<p>Training Format</p>	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Online-Synchronous Online-Asynchronous Professional Learning Communities</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Standard Based IEP goals; MTSS interventions; Title 1 support</p>

Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of student IEPs and progress reports; MTSS team meeting reports</p>
---------------------------	---

Transition

Description Gateway School District partners with the DART program through the AIU to hold an Early Intervention meeting with parents to discuss the transition for students from early intervention to school age. At the meeting, parents have the opportunity to complete the Intent to register form and asks questions pertaining to their child's transition to school. The district then begins the registration process for the students.

Gateway's transition program for students with disabilities ages 14-21 provides various opportunities through their IEP.

The district employs a full-time Transition Coordinator who participates in meetings, coordinates with school counselors, creates transition plans, writes transition goals, maintains transition files, and plans transition-related activities for students in grades 7 through 12. The Transition Coordinator attends annual meetings for students to ensure that a student's IEP and daily programming supports his individual transition goals. The Transition Coordinator also coordinates student meetings with the Office of Vocational Rehabilitation (OVR). OVR is a state agency and a critical component of a student's support for post-secondary education and employment. OVR's Pre-Employment Transition Services support and fund both career readiness and work readiness activities for students in grades 9-12. OVR coordinators meet with students, and help them to develop an Individual Plan for Employment.

A transition file has been created for each transition-age student in special education in grades 7 through 12. The file consists of records of transition surveys, activities, and programs that have enriched a student's understanding of post-secondary opportunities and careers. The Transition Coordinator oversees the collection of the

materials in the file. Information and activities are added to the file as the IEP team deems appropriate for each student. The Transition Coordinator also collaborates with the school counselors to ensure that the students in Special Education are also meeting Pennsylvania's Career Standards Benchmarks.

Special education students in grades 9 through 12 are provided with opportunities to participate in several transition community experiences. Each year students participate in a College Fair and a Disability Mentoring Day through the Allegheny Intermediate Unit. Students are also given the opportunity to visit schools such as the Community College of Allegheny County, Pittsburgh Technical Institute, the Carpenter's Union of Pittsburgh, Job Corps, and Forbes Road Career and Technology Center. Students who are in the process of choosing a potential field of study/career are eligible to participate in individual job shadowing experiences within Monroeville, Pitcairn, and surrounding communities.

Students at the Gateway High School have a number of options to support the development of their skills for independent living and work. The district has created a "mock apartment" in a large classroom where students learn daily living skills such as personal hygiene and budgeting skills. The apartment is an authentic setting for students to practice independent living skills, and it gives students access to real-life lessons in the areas of cooking, laundry, minor home maintenance, and the skills needed for daily, independent living. The students also participate in various pre-vocational experiences within the building such as clerical/office work and building and grounds maintenance.

In 2014 the high school staff added The Gator Café and the Cleveland Steward Breakfast Program to its list of pre-vocational work activities. The Café, originally located inside Gateway High School's library, is now housed in its own room at Gateway High School and functions like an authentic cafe. The Gator Cafe is run by students in the Life Skills and Autistic Support classrooms at Gateway High School. Students are able to develop new and important work skills as they participate in their daily shift at the Café. Students working the Cleveland Steward Breakfast Program work in the school cafeteria and classrooms packing coolers for classroom breakfast time and helping teachers manage the cleanup in the elementary classrooms.

Students and teachers at Gateway Middle School also work hard in the school garden. Students plant seeds and tend to the seeds until they can be transplanted into a garden in the school's hot house during the summer Extended School Year Program. Through this important activity, the student learn about science through horticulture.

The district continues to work with local agencies

to provide vocational experiences for students with disabilities. Some of the local agencies are Goodwill Industries, Project SEARCH, Transition Works!, PA Connecting Communities, and Forbes Road Career and Technology Center. Programs such as Project SEARCH and Transition Works! provide intensive instruction in authentic work settings for students preparing to graduate and head to work. PA Connecting Communities prepares students for social skills needed as they transition into adulthood, and Forbes Road Career and Technology Center is a vocational center where students from Gateway High School and surrounding high schools are able to work towards various industry certifications prior to high school graduation.

Gateway High School also continues to use the PAES Lab for students. PAES is the Practical Assessment Exploration System, and it is a comprehensive curriculum for work development. PAES is used to assess students' pre transition work skills, identify student work preferences, and support the development of transition plans. As a result of this implementation of this vocational assessment within Gateway High School, a greater population of students has been able to complete their transition activities within the public school setting.

The district continues to host the Annual Family Transition night for students and parents in grades 7 through 12. Local agencies, organizations, schools, and colleges attend the fair and provide parents with information about the opportunities for students with disabilities after high school.

Evidence of Implementation:

- *PDE Special Education Data Report on Transition
- *IEP Documentation- specifically the transition
- *Student Transition Portfolios
- *Agendas from professional development activities
- *PDE required student transition surveys
- *Sign in sheets and evaluations summaries from professional development
- *Completed student interest and transition surveys

Person Responsible Director of Pupil Services; Supervisor of Special Education; Transition Coordinator

Start 7/1/2020

Date**End Date** 6/30/2023**Program** Professional Education, Special Education
Area(s)**Professional Development Details**

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	20
Provider	Gateway School District; Pattan; AIU
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Teachers will be provided opportunities to enhance their knowledge regarding transition programs and writing effective transition IEPs. The teachers will continue to be provided with several transition resources to share with both students and parents.
Research & Best Practices Base	The district will continue to utilize a research based approach in developing student's transition program in the IEPs. The district will continue to adhere to the guidelines from Indicator 13 training to develop appropriate transition plans. Additionally, the district will continue to work with the AIU and Pattan for consultation needs in the area of transition.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>

	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Online-Synchronous</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Transition portfolios and Transition component of a students' IEPs
Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Participant survey • Review of written reports summarizing instructional activity

	<ul style="list-style-type: none">• Portfolio• Transition sections of students' 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).

Board President

Superintendent/Chief Executive Officer
