

Blackhawk SD

Special Education Plan Report

07/01/2014 - 06/30/2017

Core Foundations

Special Education

Special Education Students

Total students identified: 267

Identification Method

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

The Blackhawk School District has established and implemented procedures to identify, support, and if warranted, evaluate children who are evidencing significant learning difficulties. The method for identifying students with learning disabilities includes the Instructional Support Team (IST) process, which includes ongoing, frequent consultation with the school psychologist regarding students evidencing academic difficulties. The IST process is instrumental in collecting data, providing interventions, communicating with parents and Team members and facilitating school team meetings. Every attempt is made for students, whether referred by parent or staff, to go through the Instructional Support Team process prior to a Multidisciplinary Evaluation (MDE).

A. The first step is a screening process:

- Review of school records (Health, Attendance, Grades, Reports on file, Discipline referrals, etc.)
- Vision and Hearing Screenings check
- Curriculum based and Performance based Assessments
- Observations by counselors or IST Coordinator
- Parent Information
- Teacher/Counselor/Related Arts/Nurse/Information
- Consultation with the school psychologist

An IST meeting is scheduled and the parent is invited to meet with the school Team, including the classroom teacher, building principal, counselor, and Title 1 teacher. Other staff may participate if appropriate, such as Speech Clinician, Nurse, Related Arts teacher, School Psychologist, and agency representatives.

During these meetings the Team will address:

- *the student's strengths and needs
- *define the concern(s) to be addressed
- *set goals for the student

*decide upon scientifically-based interventions and assign role responsibilities

*set timeline for interventions and for progress review

After the initial meeting, the Team reconvenes in approximately 30 days for a Progress review meeting. At this meeting, data is reviewed, progress monitoring, grades, FBA, graphs, etc. and relevant information is discussed and a Team decision is made regarding further action.

1.) If the student is making little or no progress towards the goals or if other problems have arisen, the Team will make a decision as to whether to continue or change the interventions or to refer the student for Multidisciplinary Evaluation (MDE) for eligibility for special education services.

2.) If the interventions have been successful and the student's progress has improved, then the student may continue to be monitored through IST or exit from the process. If the Team decides to change interventions, then the Team would reconvene for another progress review meeting in about 30 days.

B. If a student is referred for Multidisciplinary Evaluation (MDE) and a learning disability is suspected, the School Psychologist currently uses a discrepancy model for identifying students with specific learning disabilities. The data collected through the IST process is provided to the school psychologist and is included in the Evaluation Report along with information from parents, staff and service providers. Individual standardized assessments are then conducted by the school psychologist to further assess a student's strengths and needs, and overall functioning.

The following describes the method for identifying students with Specific Learning Disabilities: Students are identified as having a Specific Learning Disability if the child does not achieve adequately for his/her age or grade level, and there is a severe discrepancy between the child's intellectual ability and achievement in one or more of the identified areas: Basic reading skill, Reading comprehension, Written expression, Math reasoning, Math calculations, Oral expression, and Listening comprehension. Results of the multidisciplinary evaluation indicate that a child has a specific learning disability when there is a significant discrepancy between achievement and intellectual ability in one or more of the aforementioned areas, and is in need of a specially designed instruction and support services. A determination as to whether or not a child has a specific learning disability is made by multiple assessments and information, such as norm referenced individual assessments, group standardized measures, teacher and parent input, records review, curriculum based assessments and observations. Relevant factors, such as behavioral difficulties and/or medical concerns are also considered when determining specific learning disabilities. Children are not identified as having a specific learning disability if the significant discrepancy between ability and achievement is primarily the result of a visual, hearing, or motor impairment, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage or limited English proficiency. In addition, if the Team also finds that the student's underachievement is not due to lack of appropriate instruction, was provided scientifically based instruction, and that repeated assessments of achievement were conducted at reasonable intervals, and the student may be identified by the MDE as a student with a specific learning disability.

After the Evaluation Report is completed, the MDE Team meets to review the information and determine the needed supports and services.

Enrollment

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

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

The Blackhawk School District is not significantly disproportionate in the Enrollment categories of special education disabilities. Percentages of disabilities are similar in the Blackhawk School District as compared to the State percentages.

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?

The Blackhawk School District meets its obligations under Section 1306 as the Host school district by communicating and collaborating with the Resident school district staff, facility staff, as well as with the educational staff and parents to ensure that nonresident students are receiving FAPE in the Least Restrictive Environment. Collaboration is ongoing with the bussing company to provide appropriate transportation for these students to any educational facility.

The Blackhawk School District arranges and participates in IEP Team meetings for these nonresident students, and communicates with parents/guardians of students, as well as with staff from the home school district and the resident facilities, on a regular and as needed basis.

At this time, there are no barriers that exist which would limit our ability to meet our obligation under Section 1306.

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).

Blackhawk School District provides FAPE to any eligible student residing in the district including students who may be incarcerated.

Although currently, there are no incarcerated youth within the boundaries of the school district, if the district became aware of an incarcerated student through the district's child find process and the student was in need of special education services, the ER/RR and IEP would be reviewed, an IEP Team meeting would be held, and an IEP would be developed describing the program and related services needed to meet the educational needs of the student. The IEP would outline the manner in which the program would be provided and the location of its services.

If the District became aware of an incarcerated student through the district's child find process who is thought to be exceptional and possibly in need of special education, a Permission to Evaluate, Prior Written Notice, and a Procedural Safeguard Notice would be issued to the student/parent/guardian. The MDE process as outlined in IDEA and Chapter 14 would be followed.

If the incarcerated student is found to be eligible and in need of special education, the Invitation/IEP/NOREP process according to IDEA and Chapter 14 would be followed.

Blackhawk School District is not a host to education services for incarcerated students in a local correction institution under Section 1306.2 of the Public School Code.

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 Blackhawk School District considers a full continuum of services with the first option always being the regular education classroom with supplemental aids and services. The District follows procedures that ensure that children with disabilities are educated with their non-disabled peers.

The Least Restrictive Environment for each student is dependent upon the IEP Team's determination of what is appropriate for the student, however, children with disabilities are educated within the regular education environment to the maximum extent appropriate.

Parent involvement is an integral part of the LRE decision-making process. The discussion regarding the educational placement and services for the student always begins with the consideration by the IEP Team for the option of service delivery in the regular education classroom with supplementary aids and services and extracurricular activities to further clarify the needs in

the least restrictive environment. The Team will determine the degree and level of educational need and to provide each student the opportunity to succeed first within the regular education classroom. Instructional support strategies, scientifically-based interventions, remedial courses, co-teaching models, inclusive practices, Life skills instruction, Title 1 Reading, after school programs, supplemental aides and services, and differentiated instruction are some examples of strategies employed to assist the student within the context of the regular education environment.

In addition, paraprofessionals, personal care assistants, and nurses support services are employed by the Blackhawk School District to assist students with more significant disabilities so they can participate and remain within their home school. Inclusive practices are implemented in all buildings within the district. In addition, all students are afforded the opportunity to participate in clubs and extra-curricular activities. The school district encourages all students to participate in all activities.

When appropriate, the Instructional Support process continues to be implemented prior to referral for multidisciplinary evaluation. The Team strives to support students in the general education setting before referring for a multidisciplinary evaluation. Professional staff begin to conduct screenings and gather information in efforts to best support students and their emotional, social, and academic progress.

Our District wide Positive Behavioral Support Plan, Do Your P.A.R.T. (Perseverance, Accountability, Respect, and Trust), and the Olweus Anti-Bullying Program also support our students and address behavioral expectations, as well as continued data collection and feedback for staff and parents. Do Your PART was initiated in December of 2009 to set behavioral expectations of students and guidelines for discipline. The Olweus program officially began in Fall of 2010, however, staff and committees were trained in the year of 2009-10 to assist with implementation of the program.

Together, these two behavioral programs support all students and maintaining them successfully in the school setting.

Presently, the District has a continuum of programs and services available either within the District, at locations operated by neighboring school districts, by the Intermediate Unit, or through locally operated private facilities. After first considering the student's home school, if the IEP Team determines that more restrictive options may be required to successfully meet the student's degree of need, then a full range of services is next considered. All of these steps ensure Blackhawk School District's commitment that to the fullest extent possible, children with disabilities are educated with non-disabled peers;

- Placement decision is made at the IEP meeting with parent involvement.
- The student's full range of needs are determined.
- The full range of placement options are discussed and considered beginning with services provided in the regular education setting.

- Placement to a more restrictive setting outside the regular education setting would be determined appropriate only when services could not be appropriately delivered in the regular education setting.
- Decisions for placement would be based upon the educational and emotional needs of the individual student.
- If placement outside the regular education setting is deemed necessary, the IEP Team will consider opportunities for the student to participate in appropriate programs, curricular and extra-curricular activities and inclusive settings as appropriate. Opportunities, such as Community Based Instruction activities are often implemented in most outside special education facilities so as to ensure educational opportunities with non-disabled children.

The District utilizes site-based training, consultation and technical assistance opportunities available through PDE, PaTTAN, BVIU, Watson Consultant services, and other public or private agencies to continue to enhance and expand our continuum of supports and services. The following is a list of supports, services, and specially designed instruction, available within the District to support students with disabilities access to the general education curriculum in the least restrictive environment:

- Building schedules that support common planning time for co-teaching and inclusive collaboration among staff.
- BVIU/TAC staff supports inclusive practices within district, as well as provides on site trainings for staff.
- Administration supports special education programs and inclusive practices and on-going training, and consultation regarding inclusion, co-teaching models and common planning time for teachers and paraprofessionals.
- Collaboration with BVIU/PaTTAN and neighboring school districts to institute practices supporting LRE.
- Successful implementation of a Life Skills/PRIDE program at the elementary level to support students in need of life skills programming.
- Consultation and coordination of the Student Assistance Programs and staff for student referrals, partnered with the Prevention Network of Beaver County.
- On-going consultation with the Watson Institute to better support students along the Autism spectrum
- Training with Personal Care Assistants that include, but not limited to, CPR/First Aid, Sensory Integration, Behavior management, and Autism
- Training of all staff in differentiated instruction, Supplemental Aids and Services Toolkit, and Sensory integration.

- Flex grouping for areas of reading and math instruction, as appropriate.
- Training and implementation of reciprocal teaching strategies and the Daily 5 Reading program
- Training and implementation of Reading Apprenticeship strategies in grades 7-12.
- Data driven decision making team to guide support and intervention, as well as instruction
- Professional Learning Communities (PLC) team meetings at all grade levels to support instructional needs and student needs.
- Curriculum District Council meetings to collaborate and evaluate effectiveness of supports, services, and instructional initiatives
- Utilizing alternative assessments with modifications to meet the needs of students.
- Use of Assistive Technology to meet the needs of students in the regular education setting
- Use of chunking of assignments, small group instruction and one-on-one assistance when appropriate.
- Training and implementation of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- Direct instruction and guided reading in primary buildings.
- SRA Corrective Reading Program, Wilson Language Program, and Great Leaps Reading program, for at-risk readers.
- MH/MR services through the Beaver County Behavioral Health office in Beaver Falls.
- Office of Vocational Rehabilitation (OVR) ongoing case management support
- Wrap around services (BSC/TSS/Mobile Therapy) are utilized and collaborated with to ensure better behavioral and emotional functioning.
- Beaver County Rehabilitation Center (BCRC) services and supports
- Job Training of Beaver County

All of these steps ensure Blackhawk School District's commitment that, to the fullest extent possible, children with disabilities are educated with nondisabled peers.

Children in private institutions are entitled to the same considerations and commitments as described above.

Indicator 5 Discussion: Educational Environments

Based on outcomes from the Compliance Monitoring in May 2013, the District is currently in Corrective Action for failing to meet the State Target rate for students placed in Outside Settings. The

State Target rate for Students placed in Outside Placements is 5.0%. Currently the District has a rate of 11.6% for Students placed in Outside placements. Out of 267 students with disabilities, 31 are placed in Outside Special Education settings (based on Dec. 1, 2013 Child Count/Penn Data, and current # of students in outside placements). The IEP teams of each of these students who have been placed in outside placements have convened and determined that students needs are best met in a more restrictive environmen due to the extent of their needs associated with their disabilities. The District has submitted a Least Restrictive Environment (LRE) Improvement Plan which addresses this Compliance Monitoring outcome. The Vision Statment, as identified in the LRE Improvement Plan, is as follows: *To build the capacity of the Blackhawk School District to educate and support students with significant disabilities and more complex needs, in efforts to provide educational opportunities in the least restrictive environment.* Core committee members of the Improvement Plan have met, and will continue to meet, to collaborate on ways in which to support our students with more complex needs associated with their disabilities, that include staff and parent trainings, as well as additional resources and materials. Efforts to build this capacity began in the Fall of 2011 with the successful development and implementation of our Life Skills/PRIDE program at the Blackhawk Intermediate School. PRIDE stands for *Parent Teaming, Responsiveness to students, Individual goals and insruction, Developmentally appropriate instruction, and Educational foundations and standards.* Most students who have been placed in outside settings are students in need of life skills support and educational programming. Since implemenation of our PRIDE program, the number of students placed in outside placements has decreased from 40 students in 2011 to 31 students in 2014. Efforts to continue our District's support of students who have more significant disabilities are underway, as we prepare our Highland Middle School and High School for Life Skills support programs and classrooms, which will be offered within those buildings and in the least restrictive environment to provide our students with opportunities to engage, interact, and learn with typical peers in regular education settings. We will continue to utilize all District resources, such as our Inclusion services, Learning Support, Life Skills support, Cyber program, professional support services and well-trained staff to educate students with disabilities in the least restrictive environment.

Behavior Support Services

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

The Blackhawk School District cares about the safety and well-being of our students. In order to assist in this goal, in January 2010 a core committee of staff were trained in the ***Olweus Bullying Prevention Program***

. This program has over 35 years of research and successful implementation all over the world, and is the most researched and best-known bullying program available. The goals of this program are to

reduce bullying problems and prevent new bullying problems from happening, as well as to improve peer relations and social skills. In May 2010, the core committee trained staff in the District on the Olweus Program and implementation of the Program. The Olweus Program was formally kicked off in the Fall of 2010 in all District buildings. Parent awareness activities were arranged regularly to inform parents of the Olweus Program, and the goals and strategies being encouraged and utilized. The Program continues to be in effect currently, and District buildings continue to improve and encourage anti-bullying behaviors and offer support to students, staff, and parents through regularly scheduled student meetings, staff trainings, and parent involvement. Data is collected each year to better determine student need and areas of focus by staff.

Additionally, our District-Wide ***Positive Behavioral Support Plan, Do Your P.A.R.T. (Perseverance, Accountability, Respect, and Trust)***

supports our students and address behavioral expectations. Do Your PART was initiated in 2009 to set behavioral expectations of students and guidelines for discipline. Do Your PART Kick-off activities for both students and parents are offered each Fall to promote understanding, communication, and expectations through this program.

More specifically, the District utilizes trained staff, such as school counselors, school psychologists, Instructional Support teachers, certified Nonviolent Crisis Intervention staff, and any outside consultants and BVIU staff to identify and assess individual student behaviors that may be disrupting their learning process, or that of others. Following a Functional Behavioral Assessment, as well as any other pertinent information, the IEP team convenes and begins to discuss the findings and information to ensure effective development of a Positive Behavior Improvement Plan that is incorporated into a student's IEP. The IEP team continues to monitor the Plan for effectiveness and any need for adjustments. Often IEP teams will meet regularly to ensure behavior plans are successful for a student, or when students have complex support needs that require close collaboration among team members.

The following are more examples of how our District provides behavioral support services for our students:

- Counseling supports (school counselors, school psychologist, SAP Team, group meetings, IST, BSC/MT/TSS support)
- Crisis Prevention Institute (CPI) Training for staff at building levels, offered through BVIU trainings
- Use of in-house certified staff to train other staff on Nonviolent Crisis Intervention
- Use of Autism consultant through the Watson Institute
- Structuring activities to create opportunities for positive social interaction
- Use cooperative learning group to foster social interactions
- Peer supports (e.g. facilitating friendships)
- Individualized behavior support plans
- Modification of rules and expectations

- Teach social communication skills, such as greetings, conversations, taking turns, sharing, negotiations, etc.
- School wide anti-bullying program, Olweus Program
- School wide "Do Your PART" Program
- Lunch Bunch Social Skills Group
- Lunch buddies
- Use of time management strategies
- Create a structured environment with predictable routines
- Mental Health providers/family based intervention teams - mobile therapist, BSC, TSS workers
- IST/SAP/PLC Teams
- Classroom positive reinforcement systems
- Assistance as needed with extra curricular activities-plays, musicals, band, concerts, sports, etc.
- D&A Counseling as required
- Grief counseling as needed
- Peer Tutoring
- Provide support to teachers on instructional design (e.g. minimizing written directions, verbal prompts, cueing, etc.)
- Use coping/stress reduction skills when student is anxious about performance or behavior escalates
- Use of Sensory Integration Rooms for stress/anxiety reduction
- Use gestural, physical, proximity prompts to implement one of more of the crisis management procedures
- Use ABA for positive replacement behaviors
- Ignore inappropriate behavior when possible and use positive reinforcement for all appropriate behavior
- Anticipate and prevent the antecedents causing behavior
- Use FBA to determine behaviors and develop behavior plans
- Minimize timed activities; structure activities for class/team effort and cooperation

- Prepare students for transition or special event (e.g. fire drill)
- Use visual schedule; routine; verbal warning when a transition or different activity will take place
- Role play/model appropriate behavior
- Validate feelings/consistency of social skills development with social skills stories
- Teach student to self-monitor behavior and encourage emotional regulation; discuss student's view of behavior
- Adapt assignments/curriculum so student is able to achieve success
- Use a level system/positive reward system
- On-site training with guided practice, workshops with joint planning periods, conferences, study groups, District PLC and Teacher Development
- The District provides on-going training and refreshers for staff with School-wide positive behavioral support and the "Do Your PART" behavior expectations. Behavior expectations are outlined in students' agendas each year, and students and parents are regularly informed of behavior expectations in our school settings.
- On-site training with guided practice, conferences.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Blackhawk School District is currently providing services and supports to all students identified with disabilities, and is not having difficulty ensuring FAPE for an individual student or any particular disability category. Special education and general education teachers at all levels design and implement the necessary adaptations and modifications with appropriate supplementary aids and services needed for students to be successful in the general education curriculum.

At all levels, the Instructional support process is implemented to ensure that each student has every

opportunity to succeed in the general education classroom with appropriate interventions as needed. Through this process, when a student is referred for a multidisciplinary evaluation and is eligible for special education services, the IEP Team will implement instruction and services using supplementary aids and services to the maximum extent to ensure success within the general education classroom.

Instructional Paraprofessionals and Personal care assistants are provided to assist students who have more significant disabilities so they may participate in the general education curriculum within their home school. The IEP Team always considers a full continuum of services and supports. When considering placement and services, the regular education classroom is always the first option considered with appropriate supplementary aids and services to enable children with disabilities to be educated with nondisabled peers to the maximum extent appropriate. If the team determines that this option will not meet the student's needs, then more restrictive options are considered. The District offers a full range of services from supportive intervention in inclusive classroom settings to resource room support to part-time levels of intervention. Life skills support has been provided since the Fall of 2011 to support our students with more complex support needs at the elementary level. Expansion of our Life Skills program is planned to include programming at the middle school level during the Fall of 2014. Learning Support and Speech and Language Support are offered at all grade levels. The Beaver Valley Intermediate Unit provides Vision Support and Hearing Support services at all building levels as deemed necessary. The District contracts with the Watson Institute for ongoing consultation for staff development in the area of Autism and related disorders to better support our students experiencing difficulties related to Autism.

If a student's needs cannot be appropriately met within the school district, the Team considers other options which have been successful:

- Reconvene the IEP Team
- Provide the necessary support and training for school personnel
- The BVIU would be contacted for assistance and we would identify the existing services and supports available
- Resources would be investigated as appropriate, such as Achieva, Behavioral Health, Prevention Network, Beaver County Rehabilitation Center (BCRC), Occupational Vocational Rehabilitation (OVR), Lifesteps, Gateway Rehabilitation, Drug & Alcohol Services, Base Service Unit
- In some cases the BSD has utilized services from neighboring school districts, as well as mental health providers, such as wrap-around agencies
- Approved Private Schools when needed such as Watson Institute-The Education Center, Wesley Spectrum Academy, Western PA School for the Blind
- Private Schools such as Holy Family Day School, St. Stephen's Academy, Presley Ridge, McGuire Memorial can be considered
- Regional Choice Initiative (RCI) operated through the Beaver Valley Intermediate Unit, which is comparable to blended schools programming

- Blackhawk High School Cyber Program, which is monitored by high school staff, and students are able to follow a high school curriculum
- Homebound instruction and/or Instruction in the Home may be considered by the IEP Team if warranted

To address any identified gaps in the continuum of services, the BSD administrative staff meets twice a month for Administrative meetings to discuss district needs and programs. Data from screening information, transition meetings, and assessment information is reviewed at building levels and district level to determine gaps in services and programs. Regular special education department meetings are held to discuss ongoing needs and services. Based on these collaborative efforts, if needed, a Plan would be developed to address such gaps in services and presented to the Superintendent, and if necessary, to the School Board, for approval.

The Blackhawk School District works closely with the BVIU and PaTTAN for Interagency Collaboration. The interagency approach will be implemented in an on-going proactive manner through collaboration between behavior agencies, BVIU, and the District. Collaboration of services entails our responsibility to attend and participate in interagency trainings and meetings to increase our awareness of the local resources. If a situation warrants collaboration, the District would contact the Intermediate Unit Interagency Coordinator who will coordinate a meeting including all the necessary school personnel, representatives of key agencies and organizations and parents to ensure FAPE for students with disabilities.

If the District was ever in a position where a placement that provides FAPE for a student cannot be located, the District would contact the Bureau of Special Education for guidance and advice.

Strengths and Highlights

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

The Blackhawk School District has a dedicated, caring and committed special education, general education and administrative staff who work collaboratively to address the needs of all the students.

This Team approach is used in making all decisions regarding at-risk students and students with special needs. All professional staff, administrators, principals, counselors, paraprofessionals and the school psychologist are committed to working collaboratively in all aspects of decision making regarding students with disabilities.

The following information highlights the initiatives and strengths of our current special education services and support programs for students in Blackhawk School District:

- Special education students are expected to meet the academic standards developed by the district for all students.
- Evidence-based curriculum in reading and math.

- Data driven instruction and interventions based on data team meetings and ongoing discussions.
- Adoption of screening procedure to meet the needs of all students
- Inclusive practices are a priority at all building levels.
- Life Skills support program at elementary level
- Continual staff development opportunities provided for all staff in progress monitoring, differentiated instruction, Reciprocal teaching, Daily 5, Reading Apprenticeship, learning styles and instructional strategies and positive behavior support/Functional Behavioral Assessment.
- Implementation of District-wide Anti-Bullying program called Olweus Bullying Prevention Program. Training has included all staff employees within district, such as core committee trained staff, who have then trained all District employees.
- Implementation of District-wide Professional Learning Communities (PLC) at all buildings. PLCs are considered to be a driving force behind student support and improving teacher practices by frequent collaboration among teachers regarding instruction, assessments, and student progress/needs.
- On-going communication between parents and staff through IEP Team meetings, phone contacts, agenda books, behavior plans, the internet/School Fusion webpages, Classroll, Quarterly Progress reports, Interim reports, Report cards.
- Monthly Special Education Department meetings to address ongoing student needs and training needs, and to continue to support students and staff.
- Monthly paraprofessional meetings to address ongoing student needs and training needs.
- Use of Sensory Integration Rooms in 2 Primary buildings and the Intermediate School.
- Before and after school programs to support academic progress.
- Speech/Language services at all District levels.
- Occupational Therapy, Physical Therapy, Orientation and Mobility, and Audiology/Hearing impaired support at all District levels.
- Professional School Counselors K-12, SAP Teams, and Crisis Intervention Teams are available for support and interventions.
- Graduation Rate met SPP Target.
- Drop out rate met SPP Target.
- Attendance rate has met SPP Target..
- Strong positive community and interagency relationships and collaboration.

- Partnership with Beaver Valley Intermediate Unit #27 for on-site trainings, professional development and consultation.
- Administrative support for Special Education initiatives, such as the Life Skills Program-Cougar P.R.I.D.E. (Parent teaming, Responsiveness to students, Individual goals and instruction, Developmentally appropriate instruction, and Educational foundations and standards).
- Highly Qualified teachers and paraprofessionals
- A continuum of services is provided through Transition plans as students change from building to building within the District for grades 2 to 3, 5 to 6, and 7 to 8.
- Transition services for IEP students are a focus at the secondary level- Transition coordinator facilitates ongoing transition services for students and parents.
- Monthly transition meetings at the High School level with Transition coordinator and school counselors. .
- Training for paraprofessionals provided locally and through the Beaver Valley Intermediate Unit and PaTTAN, as well as inservice trainings conducted by School Psychologists and Special Education Director
- Access to a wide variety of staff development and training opportunities through workshops, conferences, Intermediate Unit, PaTTAN, Slippery Rock, including training in Reading Apprenticeship, Reciprocal Teaching, Guided Reading, Professional Learning Communities, Data Analysis-PVAAS training, Differentiated Instruction, IEP Development, NOREP writing, inclusive practices, DIBELS, Progress Monitoring, Behavior Support/CPI, Assistive Technology, Autism Spectrum Disorders, and Social Skills.
- Leader Services program which provides instant communication with the Intermediate Unit for data management/Child Count and PIMS reporting, as well as the School-based ACCESS program.
- Classroll for recording and management of student grades, attendance, disciplinary actions, district test results.
- The district utilizes assessments to monitor student progress, such as, Star reader, Star math, Accelerated Reader, Guided Reading, DIBELS, and Reciprocal Teaching, BAS - Benchmark Assessment System.
- All teachers in the district have personal computers and the Special Education teachers have been provided laptops to manage student data and input information for Evaluation Reports and IEPs using progress monitoring techniques. Wireless keyboards are utilized to facilitate IEP Team meetings and the documentation process.
- SRA Corrective Reading program for students struggling in reading skill development and performance at all building levels
- Foundations/Wilson Language program for students struggling in reading skill development and performance at the elementary levels, as well as Great Leaps Reading and Math programs.

- Assistive technology for individual students, classroom FM systems for students with hearing impairments. Close collaboration with the BVIU regarding the necessary and recommended supports for our students with hearing impairments.
- The BSD is committed to staying current on effective and best instructional practices. The District participates in numerous initiatives, such as Data Driven Decision Making, Value Added Assessment, Progress Monitoring, Safe Schools, Health and Wellness Initiative, and Reading Apprenticeship.
- The District utilizes the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for all students in grades K-3 and IEP students in grades 4-5 to drive reading instruction based on assessment results. In addition, the District purchased a new reading series through Harcourt which aligns interventions with DIBELS.
- BSD is proud to have high parent participation in IEP meetings and other Team meetings.
- Training for paraprofessionals using the PDE paraprofessional competencies with partnership with BVIU and PaTTAN and inservice programs.
- Related services are provided to students, such as guidance counseling, personal care assistants, and hearing support.
- Personal Care Assistants are provided as deemed needed based on student needs and functioning levels.
- Instructional paraprofessionals are employed at every level in order to support the students in resource rooms and inclusive classroom settings.
- The District contracts with the Intermediate Unit and other local educational facilities to provide appropriate and specific educational programs for those students who require significant intensive services which cannot be provided within the school district.

The Blackhawk School District serves students with disabilities in grades K-12 through a wide range of services in order to appropriately address individual needs with the maximum support of supplementary aides and services. During IEP meetings, parents of special needs children have consistently expressed their satisfaction with the programs and services provided by the District.

Blackhawk School District has always valued parent involvement and we have consistently had a high rate of parent involvement at IEP meetings, trainings, and school functions. There are well established, positive relationships between staff and parents at all grade levels within the District as well as those interagency relationships developed between parents and other educational providers, agencies, and neighboring school districts.

Monthly Special Education Departmental meetings are utilized to collaborate on students' progress and ongoing special needs. Substantial focus is placed on meeting the needs of students, as well as staff, so that students are met with success in their school environment and beyond. School District initiatives are also discussed as they relate to special education services and supports.

Special education students are expected to meet the academic standards developed by the District for all students. Data is analyzed from DIBELS, BAS assessments, PVAAS, standardized tests,

quarterly assessments, PSSA and PASA results to monitor how students are meeting academic standards and to achieve success through continuous growth and support. The District will continue to include Special Education students in the District-wide testing program and will continue to analyze scores and progress monitor students. Assistive Technology and supplemental aids are provided as needed to address student learning needs.

The District provides quality programs and services to all of its students. Inclusive practices are a priority in all buildings in the District. Blackhawk continues to provide professional development to improve inclusive practices. Newly hired teachers are trained as part of the Induction process, and all teachers are continually part of ongoing collaboration with special education teachers and support staff regarding inclusion, Co-teaching models, effective teaching strategies, differentiated instruction and technology in order to accommodate students with disabilities. Special education teachers participate in standards-based learning seminars, NOREP writing trainings, and serve on curriculum committees provided by the District to enable collaboration of content instruction. Professional Learning Communities (PLCs) are considered to be the driving force behind student support and improving teaching practices by using the combined talents and insights of teachers to contribute to and support one another in an attempt to ensure student success. The school also uses PLCs to change instruction and share or participate in academic decision-making. Teachers meet on a routine basis to have open discussions regarding student work, progress, and even struggles of the learners within their classrooms. The strategies of experts are shared in order to constantly improve their ability to facilitate student learning. PLC meetings are also used to discuss student issues, and are also used to meet with parents as well. Teachers discuss lessons and upcoming activities so that tests, projects, etc. do not overlap resulting in students having multiple expectations at the same time. PLCs also discuss and implement District Initiatives such as, differentiated instruction, Robust Vocabulary, Reading Apprenticeships, Olweus Anti-Bullying program, and book studies.

Continual staff development opportunities, trainings, conferences, and workshops are provided for all staff to improve student outcomes. Autism spectrum disorders, Select Mutism, Tourette's, social skills, differentiated instruction, learning styles, instructional strategies, inclusive practices, technology, co-teaching models, Reading Apprenticeship, and behavior support. The special education staff has been trained in the area of writing comprehensive Behavior Support plans to assist students to maintain appropriate behaviors and support them in the least restrictive environment. The staff has also been trained in writing effective IEP Goals using the LEADER IEPWriter program. NOREP training has also been provided. Each staff member has been provided computers and training for accessing students' grades, attendance, progress and information to assist in progress monitoring and meeting students' individual needs.

A continuum of services is offered to eligible students within the district and in a variety of settings neighboring the district, with the goal of maintaining a least restrictive environment. A collaborative team approach is used in making all decisions regarding eligible students. Parent involvement is a high priority, beginning with Early Intervention collaboration, the Child Find process, Instructional Support team process, to the MDE and IEP development. Communication is on-going between parent and staff. Agenda books for all students, Classrol, email, and School Fusion webpages are ways that parents can monitor their child's progress throughout the year.

The Blackhawk School District cares about the safety and well-being of our students. In order to assist in this goal, in January 2010 a core committee of staff were trained in the Olweus Bullying Prevention Program. This program has over 35 years of research and successful implementation all over the world, and is the most researched and best-known bullying program available. The goals of this program are to reduce bullying problems and prevent new bullying problems from happening, as well as to improve overall peer relations. In May 2010, the core committee trained staff trained all the staff in the District on the Olweus program. The Olweus Program was formally kicked off in Fall of 2010 in all buildings in the District. Parent awareness activities were arranged regularly to inform parents of Olweus, and the goals and behavioral strategies being used.

The Cougar P.R.I.D.E. program is a comprehensive Life Skills program that embraces, supports, and challenges our students with more complex and exceptional needs that are addressed in Individualized Education Programs (IEPs). The PRIDE program began in Fall of 2011 at the elementary levels. Our PRIDE program enables our staff to support students with exceptional needs, while maintaining these students in their home district with typical peers in a public school setting. Students receive weekly speech/language therapy and multisensory support, as well as occupational and physical therapies. Students will receive individualized instruction based on their academic levels and functioning needs. Community based instruction is a focus to assist in development of daily living skills, vocational skills and social skills. Frequent Team meetings are an integral part of the program that can address student needs, schedules, and ongoing progress, and allow for increased collaboration among team members. Expansion of our PRIDE program continues to be underway at the middle school level with efforts and planning focusing on developing a life skills program at the Highland Middle School. Implementation of the middle school life skills program is expected in the Fall of August 2014. Ongoing discussions and meetings have already occurred between administration, staff, and outside agencies in order to develop the program and meet the needs of the current students. Efforts will continue to take place into the summer months, with planning focusing on program resources, staff trainings, IEP team meetings, schedules, and program planning. Future planning includes expanding and implementing a Life Skills program at the high school level for Fall of 2015.

Transition continues to be a focus at the secondary level at the Blackhawk High School. The Transition Coordinator and committee members including special education staff, OVR personnel, district school counselors, and the Transition TaC staff member from the BVIU meet monthly to discuss transition programs and plans for individual students. Staff has also received training regarding Indicator 13 and writing IEP Transition Goals. Special education students are required to complete the Blackhawk School District Graduation Project, with interest inventories to assist them in exploring and planning for post graduation, work/career opportunities.

Paraprofessionals have received training on an on-going basis from the Beaver Valley Intermediate Unit, PaTTAN, and the District School Psychologist and Special Education Director. All paraprofessionals who work directly with special education students have received, or are currently working on, the Credential of Competency required by the Bureau of Special Education. District paraprofessionals continue to assist students in inclusion classrooms, as well as in pull out settings, to insure student achievement.

There continues to be collaboration and a well-developed network between BSD and area preschools and Early Intervention agencies providing for effective transition of preschool children to the District kindergarten program. Through Transition meetings, the District is made aware of any specific needs or concerns which can be addressed as the child enters kindergarten. Parent teaming is essential with regards to this transition and addressing student needs.

In Fall of 2012, the BSD successfully implemented an innovative PreK Wing at the Intermediate School. The PreK Wing is comprised of three different preschool programs to support children who have a variety of needs: the BSD operated preschool classroom for children age 4 turning age 5, who are financially at risk or developmentally delayed; the BVIU preschool Early Intervention class for children with identified disabilities, ages 3 and 4; and the Head Start preschool class for economically disadvantaged children ages 3 and 4. The District has a PreK Coordinator to plan parent trainings, shared services and activities among the preschool programs, and involve all local preschool programs in event planning and trainings. Training topics have included proper nutrition and Gearing up for Kindergarten. Annual hearing, vision, and developmental screenings are implemented in all three preschool programs in order to identify delays or difficulties that the preschoolers may be experiencing. The BSD preschool students are assessed with similar assessments that are used for the District Kindergarten registration process in order to compare children's progress and development. Results are shared with parents, and relevant school staff. Through the efforts of the PreK staff and PRIDE staff, we are able to support young children with significant disabilities in both the preschool setting and in the life skills classroom, which maintains the children in the least restrictive environment. Transition to Kindergarten meetings are held for children eligible for Kindergarten to facilitate a smooth transition for all students.

The District recently received official commendations by the Bureau of Special Education/PDE for its development of the PreK Wing. As stated in the Executive Summary of the BSE Compliance Monitoring, "The BSE wishes to recognize the Blackhawk School District for its well-developed network with area preschool agencies providing for effective transition of preschool youngsters."

Additionally, the District received the following commendations from the Bureau of Special Education/PDE, "The School District is commended for the materials developed by the district and given to parents for informational purposes. The materials are comprehensive and professional in appearance.", and "The School District is commended for its comprehensive secondary transition program and activities".

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
McGuire Community Living Arrangement Home	Nonresident	The School at McGuire Home-Multidisability Support - located in New Brighton, PA	2

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Horizon School	Special Education Centers	Life Skills Support, Multi-Disability Support	17
The School at McGuire Home	Other	Life Skills Support, Multi-Disability Support	3
BVIU Autistic Class-Rochester School District	Neighboring School Districts	Autistic Support	2
St. Stephen's Academy/Glade Run	Other	Emotional Support, Autistic Support	4
Watson Education Center	Approved Private Schools	Autistic Support	2
Watson Behavioral Academy	Other	Behavioral and Emotional Support	1
Wesley Spectrum Highland School	Approved Private Schools	Emotional Support	1
Western PA School for Blind Children	Approved Private Schools	Visual/Blind support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northwestern Primary School-K.L.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	14	0.5
Northwestern Primary School-K.L.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	1	0.25
Northwestern Primary School-K.L.	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	7 to 7	1	0.25

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Patterson Primary School-J.S.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	12	0.3
Patterson Primary School-J.S.	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	5 to 8	2	0.2
Intermediate School-J.S.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	14	0.3
Intermediate School-J.S.	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	8 to 8	1	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School-H.S.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	14	0.6
Intermediate School-H.S.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	1	0.4

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School-K.S.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	17	0.6
Intermediate School-K.S.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	1	0.4

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School-C.F.	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	16	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School-P.M.	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	26	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-A.A.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	14	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-N.H.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	14	1

Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-J.C.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	12	0.75
High School-J.C.	A Senior	A building in	Supplemental	Learning	16 to	3	0.25

	High School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	17		
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Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-M.B.	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	16	0.75
High School-M.B.	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	2	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School-D.S.	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 13	10	1

Justification: Students participate in Life Skills instruction in conjunction with being included with same age/grade level peers in regular education settings, such as gym, music, art, lunch, etc. Parents have signed Waiver indicating that their child's IEP is appropriate and not negatively impacted by age-range of students in life skills program.

Program Position #12 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 26, 2014**Average square feet in regular classrooms: 450 sq. ft.**Square footage of this classroom: 450 sq. ft. (18 feet long x 25 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Highland Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	11 to 15	6	1

Program Position #13 - Proposed Program*Operator: School District*

PROPOSED PROGRAM INFORMATION*Type: ClassandPosition**Implementation Date: August 26, 2015**Average square feet in regular classrooms: 450 sq. ft.**Square footage of this classroom: 625 sq. ft. (25 feet long x 25 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 18	6	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northwestern Primary School-K.K.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	21	0.33
Patterson Primary School-K.K.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	22	0.33
Intermediate School-K.K.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	16	0.33

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School-C.D.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 11	31	0.5
Justification: The speech clinician serves children within a building that educates grade levels 3-5, as well as preK. Children are seen in therapy sessions with similar-aged peers.							
Middle School-C.D.	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	24	0.4
High School-C.D.	A Senior High School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	14 to 18	4	0.1

		operated					
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Program Position #16*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Highland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	13 to 13	1	0.1

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director (1)	District	1
Special Education Secretary (1)	District	1
Paraprofessional - Instructional (22)	District	1
Paraprofessional - Personal Care Assistant (10)	District	1
Nurse (7)	District	1
School Counselor (5)	District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Outside Contractor	3 Days
Occupational Therapist	Outside Contractor	4 Days
Physical Therapist	Outside Contractor	2 Days
Assistive Technology evaluations	Intermediate Unit	1 Days
Autism Consultant/Watson Institute	Outside Contractor	1 Days
Drug and Alcohol counseling	Outside Contractor	1 Days
Orientation and Mobility Services	Outside Contractor	1 Days
Audiological Services	Intermediate Unit	1 Days

District Level Plan

Special Education Personnel Development

Autism

Description

Topic: Autism: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs.

- The district expects that children with Autism Spectrum Disorders will be included in the general education to the maximum extent possible.
- PaTTAN, BVIU, and District staff will be provided continuing support and training throughout the year regarding Autism Spectrum Disorders.
- The District utilizes an Autism consultant offered through the Watson Institute to improve and increase staff skills and training in the area of Autism
- District teachers and paraprofessionals are regularly trained, during yearly Inservices and as needed, in the area of Sensory Integration techniques and strategies to improve student functioning in the regular education setting.
- The District expects to improve LRE percentages.
- Each year, the number of students transitioning into BSD with Asperger's Syndrome is increasing. School personnel work closely with these students to improve communication skills and social skills. School personnel are provided training on Asperger's Syndrome and the functional characteristics of this condition during yearly Induction activities for new teachers. Students will be more successful in the general education environment with the support of knowledgeable personnel. This training will focus on effective techniques and strategies used in working with children with Asperger's Syndrome.
- The District utilizes social skill curriculums and social stories to improve the skill set of students who have Autism and related disorders.
- The District expects this training will better prepare staff and service

providers to assist the students to be more successful in the general education environment and increase their self-advocacy skills. This will help maintain these students in the general education environment.

Person Responsible	Special Education Director, Principals, Superintendent
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	15
Provider	Various Providers
Provider Type	School entity, BVIU, PaTTAN, Watson Institute, School Psychologist
PDE Approved	No
Knowledge Gain	Improved staff knowledge base to best meet the needs of students.
Research & Best Practices Base	Up-to-date methods and practices in the field of Autism, and related conditions
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>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>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>Department Focused Presentation</p> <p>Professional Learning Communities</p>

	Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Behavior Support

Description

BSD staff are trained in positive behavioral support models, such as the District-Wide positive behavioral support program, Do Your P.A.R.T. (Perseverance, Accountability, Respect, and Trust), and the Anti-Bullying program - Olweus Program. BSD utilizes trained staff, such as teachers, school psychologists, school counselors, Instructional Support Teachers, Student Assistance teams, and any outside resources/agencies as appropriate to identify and assess student behaviors and collaborate on ways to support students who require behavior support. In the event additional professional development is needed in the area of behavior support, then the BSD will seek out appropriate resources for staff trainings. Positive behavioral models are reviewed with new staff during Induction activities, as well as during inservices

for paraprofessionals. Training for bus drivers has been offered by the BSD, as well as outside agencies, to effectively address behavioral challenges during transport of students.

BSD staff are trained, as needed, in CPI behavior support. CPI, or Crisis Prevention Institute for Nonviolent Crisis intervention is a training program that provides Care, Welfare, Safety, and Security for individuals involved in crisis situations. The principles and techniques taught in this program have proven effective in resolving potentially violent situations. Participants gain the confidence necessary to handle crisis situations with minimal anxiety and maximum security. The training helps individuals intervene more safely when behavior becomes dangerous. BSD utilizes in-house staff to assist with CPI trainings, as well as BVIU staff and trainings to assist with personnel development.

BSD staff continually seek out collaboration with resident experts, such as school psychologists, school counselors, as well as outside resources, such as Watson Autism consultant for ways to best support students with behavioral challenges. Functional Behavioral Assessments are addressed, as appropriate, along with subsequent Positive Behavior Support Plans incorporated into the IEPs of students with disabilities. School team efforts focus on effective and beneficial behavioral supports for students demonstrating needs, and trainings are provided as needed.

Person Responsible	Special Education Director, Superintendent, Principals
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	20
# of Participants Per Session	30
Provider	Various providers
Provider Type	School entity, IU, Consultants
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers,	Increases the educator's teaching skills based on research on

school counselors and education specialists	<p>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>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 School Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) 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>

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

Paraprofessional Description

- The BVIU/PaTTAN offers levels of competency training aligned with state guidelines. Further training is provided on-site in our schools and monitored by school administrators and the Special Education Director. Completion of these trainings and verification of demonstrated skills, qualifies the paraprofessional for a certificate of competency from PDE.
- The District expects that the paraprofessionals will be better trained and qualified to assist the special education students in the general education classroom and regular school setting.
- The District will provide training opportunities for paraprofessionals to acquire 20 hours of professional development each year. These trainings will include, but are not limited to topics on Confidentiality, IEP legalities, CPR, First Aid, Inclusion, Autism, Sensory Integration, ADHD, Tourette's Syndrome, Select Mutism, Modification strategies, Technology and Internet Safety.
- The District expects that the paraprofessionals will be better trained and qualified to assist the special education students in the general education classroom which will help the students perform at a higher level and meet their IEP goals.
- Paraprofessionals are trained in CPR and First Aid.
- Paraprofessionals are trained, as needed, in CPI strategies and techniques in order to effectively respond to students experiencing behavioral challenges
- Paraprofessionals who serve in the role of Personal Care Asssistant (PCA) for a student, are trained on that particular student's needs

through a variety of sources, such as Inservice trainings, individual IEP reviews, consultation with teachers, relevant staff, and any other resource to better equip the PCA to support a student. Additionally, paraprofessionals serving in the role of PCA are trained, as appropriate, to complete the required paperwork for the School-based Medical Access program.

Person Responsible	Special Education Director, Superintendent, Principals
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	30
Provider	School District employees, IU, Public School Works and consultants
Provider Type	varied from the above list
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<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>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	<p>Department Focused Presentation</p> <p>Online-Asynchronous</p>

Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Joint planning period activities Paraprofessional meetings with feedback and reflection, observation
Evaluation Methods	Paraprofessional meetings with feedback and reflection, observation

Reading NCLB #1

Description

Topic: Reading/Language Arts; Students with disabilities will demonstrate increased educational results in reading, writing, and other academic areas as outlined in the PA academic standards.

- The District utilizes the Daily 5 Reading Program for the primary and elementary levels. The Daily 5 creates a classroom atmosphere conducive for small group instruction with a greater focus on Reading independently, Word Work, Partner Reading, Listening to Reading and Working on Writing. As these practices and strategies become more automatic, students utilize the District Reading Series and engage in guided reading groups. Teachers have received training for the Daily 5 implementation and ongoing efforts are sustained to continue to monitor and implement this successful reading program
- The District utilizes Reading Apprenticeship to improve reading outcomes for students at the middle school and high school level. This program is an instructional framework that enables students to approach challenging academic texts more strategically, confidently and successfully. This effective adolescent literacy program focuses on the concept of using Metacognition to strengthen students reading abilities and practices. Metacognition is comprised of four dimensions:

social, personal, cognitive, and knowledge building. A Reading Apprenticeship classroom is focused on comprehension, is a climate of collaboration, and emphasizes student independence and use of robust vocabulary. Staff are provided ongoing training and collaboration for this program and strategies.

- The District utilizes the following reading and language arts intervention programs and strategies with students when appropriate, and staff are provided training as needed to meet student needs: SRA corrective reading/language arts, Edmark Reading/writing program, Wilson Language/Fundations, Great Leaps Reading, Leveled Literacy Intervention, Title I reading support, functional reading skills, and intervention strategies recommended and supplemental to the building level reading/language arts series.

Person Responsible	Special Education Director, Superintendent, Principals
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	30
Provider	various providers
Provider Type	school entity, BVIU, consultants
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>

	Empowers educators to work effectively with parents and community partners.
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>School Whole Group Presentation</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>Supt / Ast Supts / CEO / Ex Dir</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</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>Joint planning period activities</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>
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Transition

Description

Students with disabilities will demonstrate increased ability to successfully make the transition to school age programs, to work, and to post-secondary education and/or employment. The follow methods, activities, and expectations assist with improving transition outcomes for students with IEPs, as well as for all students in the BSD:

- Increased number of special education students graduating from high school. Currently, BSD has a 97% Graduation Rate, which exceeds the State Graduation Rate, and the SPP target rate, however, the District expects a 100% Graduation Rate for special education students each year.
- Survey information will be collected and data reviewed. Survey response in the past has been minimal, however, current exit survey information indicated the majority of our students are currently participating in education and employment beyond high school. Different methods of collecting data will be implemented to determine the number of graduates who have successfully met their transition goals.
- District data collection on benchmarks for transition activities.
- Work experience data collection on school to work initiatives.
- Graduation surveys
- Senior exit interviews
- Student portfolios
- District graduation project
- On-going monthly mentoring groups with students and staff mentors

to monitor progress of student graduation project.

- Upon graduation, all special education students will have completed the BSD Graduation Project. This exposes students to vocational assessments; job shadowing; career/job/school opportunities.
- District staff and students are continually provided with opportunities to improve transition outcomes for students, such as the annual Transition Fair held at CCBC, monthly transition meetings at the high school as well as County wide Transition meetings hosted by the BVIU.
- Annual Transition Luncheon for students and parents, hosted at BSD
- Collaboration with Office of Vocational and Rehabilitation services (OVR) and the Beaver County Rehabilitation Center (BCRC)
- Ongoing educational program opportunities offered through the Beaver County Career and Trade Center (BCCTC).
- Small group Transition Classes offered to students at the high school to further assist with improved transition outcomes for students.

Person Responsible	Special Education Director, Transition Coordinator, Superintendent, Principals
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	8
# of Participants Per Session	10
Provider	School District employees, IU, PATTAN, consultants
Provider Type	several providers from the above list, as well as networked Transition resources
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

education specialists	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Feedback from IEP meetings; outside agencies, and former graduates
Evaluation Methods	Feedback from parents and students

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.

Affirmed by Lance Rose on 4/30/2014

Board President

Affirmed by Michael Thomas on 4/29/2014

Superintendent/Chief Executive Officer

Blackhawk SD
Goal Projected Costs

Goal #1: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.	\$0.00
Goal #2: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	\$0.00
Goal #3: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	\$0.00
Minus Multipurpose Implementation Steps	\$0.00
Total Projected Cost	\$0.00

Goal #1: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.		
Strategies Common Assessment within Grade/Subject		
Increase Student Achievement		\$0.00
	Goal #1 Total	\$0.00
Goal #2: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.		
Strategies Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing		
Systematic Intervention		\$0.00
	Goal #2 Total	\$0.00
Goal #3: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.		
Strategies Technology Infrastructure Enhancement/Technology Access and Training Increase		
Differentiating Instruction		
Full Day Kindergarten		
Positive Behavior Support		
Reading Across the Curriculum		
Instructional Implementation		\$0.00
	Goal #3 Total	\$0.00

Blackhawk SD
Goal Projected Costs

Goal #1: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.	\$0.00
Goal #2: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	\$0.00
Goal #3: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	\$0.00
Minus Multipurpose Implementation Steps	\$0.00
Total Projected Cost	\$0.00

Goal #1:	Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.		
Strategies	Common Assessment within Grade/Subject		
Increase Student Achievement			\$0.00
	Goal #1 Total		\$0.00
Goal #2:	Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.		
Strategies	Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing		
Systematic Intervention			\$0.00
	Goal #2 Total		\$0.00
Goal #3:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.		
Strategies	Technology Infrastructure Enhancement/Technology Access and Training Increase Differentiating Instruction Full Day Kindergarten Positive Behavior Support Reading Across the Curriculum		
Instructional Implementation			\$0.00
	Goal #3 Total		\$0.00