

Carlisle Area SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

540 W. North St.
 Carlisle, PA 17013
 (717)240-6800
 Superintendent: Christina Spielbauer
 Director of Special Education: Rita Warren

Planning Committee

Name	Role
Kara Perella	Ed Specialist - School Psychologist : Special Education
Stacie Witmer	Ed Specialist - School Psychologist : Special Education
Polly Pluta	Elementary School Teacher - Regular Education : Special Education
Kelly Brown	Elementary School Teacher - Special Education : Special Education
Rachel Hull	High School Teacher - Special Education : Special Education
Tracy Huff	Parent : Special Education
Rita Warren	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 791

Identification Method

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

The Annual Public Notice for the Carlisle Area School District contains all of the required components established by the PA Department of Education. The Capital Area Intermediate Unit (CAIU) publishes the Annual Public Notice for participating districts. The Annual Public Notice was most recently published in September, 2017 on the district website, in the main office of school buildings, and in two local newspapers.

Child Study Teams (CST) are established in each school to assist students who are struggling. Data regarding the number of students referred to the CST process is gathered. Statistics regarding the number of students that were evaluated, and of those evaluated, the number that qualified for specially designed instruction is also monitored. The district utilizes Response to Instruction and Intervention (RTII) in reading to assess and provide instruction in a tiered-intervention system. In addition, the district is piloting a Multi-Tiered System of Support (MTSS) at Mooreland Elementary School. The goal will be to expand to other elementary schools in the follow years.

Pennsylvania Special Education Regulations (14.125) outline the criteria needed for the determination of a Specific Learning Disability (SLD). These criteria are derived from the Federal Individuals with Disabilities Act (IDEA) regulations (300.309). The Carlisle Area School District uses the Discrepancy Model (discrepancy between ability and achievement) to identify students as having a Specific Learning Disability (SLD). To be identified as having a SLD:

- * Student must display a discrepancy between ability and achievement, such that one or more areas of academic achievement are below a standardized measure of intellectual functioning.
- * The area of academic achievement must be below the average range.
- * The student must be performing below age or grade level standards in the district's curriculum.

Enrollment

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

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

The Carlisle Area School District has significant disproportionalities in the disability categories of Autism and Speech/Language Impairment.

The LEA has an 18% special education enrollment in the area of autism, compared to the state average of 10.7%. The district is aware of the growing need and continues to program accordingly. The district will facilitate consistent support for all school personnel who provide instruction for students with autism. The district continues to contract with VISTA Outreach services for autism professional development, consultation and direct support to students to include social skill development. The LEA also utilizes Northwestern Human Services (NHS) to provide services and programs for our students. District emotional support and learning support teachers continue to support students with autism at the itinerant and supplemental level in the regular public school. Some of the school buildings have implemented social skills groups in cooperation with our counseling staff to address the needs of students.

The LEA has a 22.2% special education enrollment in the area of Speech/Language Impairment, compared to the state average of 15.0%. The district identifies speech and language needs early on, and programs accordingly. The district has developed with our staff of speech and language clinicians an intervention program to be utilized in the general education setting. The speech and language clinicians are intervening earlier through a systematic process. The district has seen an improvement with this intervention in place. CASD operates an Intensive Speech Language Kindergarten program with a class size of 10. The special education teacher and kindergarten teacher collaborate closely for academic instruction, and a speech and language clinician supports the class. Additionally, the higher than state average of identification of students with speech/language impairments can be closely linked to the higher than average number of students identified with autism.

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?

Although the Carlisle Area School District is not host to a 1306 facility, the district does have Carlisle students placed in 1306 facilities outside of our district. The Special Education Department works collaboratively with the district registrar and district child accounting/PIMS staff to closely monitor these students. By attending Evaluation Report (ER) and Re-Evaluation Report (RR) and IEP meetings, and by maintaining ongoing communication with the family and the facility, the district is able to uphold its obligations as the LEA, and ensure a free and appropriate public education (FAPE) in the least restrictive environment (LRE). No barriers currently exist. If there was a student that was in a 1306 facility, either the Director or Associate Director of Special Education would be contacting the facility to arrange a meeting so that FAPE could be provided and continued. If our district would become a host district to a 1306 facility, the school district would provide contact and meeting times for coordination.

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 and Appropriate Public Education (FAPE).

The district recognizes our operational responsibility to offer FAPE to each student who is eligible for special education until the student or students turns 21. Students who turn 21 are entitled to finish that school term.

Although no correctional institution is located in the district, if one did exist, the district would comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial, and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to:

1. comply with the "child-find" obligations of IDEA;
2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. implement timely review and/or develop Individualized Education Programs (IEP) for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and
4. provide FAPE in conformity with the IEP.

If a correctional institution were located in the district, the district would have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notices under Section 14.121. The district would send its annual public notice to the warden of each county jail or prison within their jurisdiction. Furthermore, the district in which local correction institutions are located must develop a systematic, on-going means of communicating with these institutions to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, the district may obtain information from the Department's Penn Data database to determine whether school-age inmates have been previously identified as eligible for special education by contacting the Records Center at 717-541-8575 or 1-800-945-7854.

Finally, Section 614 (d) (6) (B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of section 612 (a) (5) (A) and 614 (d) (1) (A) (least restrictive environment) if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. Where the continued delivery of services in a student's IEP is superseded by the duty of the local correction institution to maintain and control security, the school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

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.

Ensuring Maximum Integration

The Carlisle Area School District provides a continuum of services and placement options for students with disabilities. Within the district, we offer Learning Support, Emotional Support, Autistic Support, Deaf/Hard of Hearing Support, Blind/Visually Impaired Support, Physical and Occupational Therapy, Speech and Language Therapy, and Life Skills Support. The district also participates in a consortium with five other surrounding school districts to provide more intensive services to students. The district utilizes the Capital Area Intermediate Unit (CAIU) for low incidence populations.

General education teachers meet as part of the IEP Team and are aware of the specially designed instruction (SDIs), via an IEP "snap shot" that is shared with them. General education and special education teachers provide a co-teaching or an inclusion environment for students with learning support needs K-12. As dictated by the Individualized Education Plan, the emotional support, life skills support, autistic support and learning support students are integrated into the regular education classes to the maximum extent possible. Since our students are being educated in a less restrictive environment, a large portion of our services have changed from supplemental level of support to an itinerant level of support. Looking at Educational Environment Data provided by the Special Education Data Report, school year 2016/2017, Carlisle Area School District is exceeding state percentages of special education students inside the regular education classroom 80% or more of the time.

Our goal is to provide supports and services for all students within the general education classroom. With training and support via the PA Training and Technical Network (PaTTAN), the PA Department of Education (PDE) and the Capital Area Intermediate Unit (CAIU), the special education teachers have moved to a more proactive approach. The district's special education teachers preview vocabulary and concepts with students so that, when they are in the regular education classes, the students will be prepared in terms of background

knowledge. The Carlisle Area School District will continue to incorporate more special education teachers into the regular education environment to provide support to our special needs populations. There is on-going training regarding co-teaching practices with teams of co-teachers. Reading intervention is implemented in all seven elementary schools under the explicit instruction of a reading specialist and the district continues to develop plans for the systematic behavior supports. The district continues to utilize Learning Focused School (LFS) research-based instructional strategies. In conjunction with the district's Reading Department, staff deliver research-based interventions such as Wilson Reading, Foundations and SRA K-12. For the school year 2017/2018, the district is piloting a Multi-Tiered Systems of Support (MTSS) at Mooreland Elementary School. All facets of the building will be reviewed inclusive of reading, math and behavior. The designated MTSS team has specific meetings that they will be attend on a scheduled basis. The principal and associate special education director are an active part of the team.

Removal from the regular education setting to a more restrictive setting occurs only after the addition of all supplementary aids and supports have been found not to be successful in meeting the student's needs. For students included in out-of-district placements or private institutions, the district has established an intensive process so that these students are able to participate in activities that their same age peers do if they chose to do so. By attending annual IEP meetings and bi-annual re-evaluation meetings, the district ensures that our students are receiving exposure to programs and services that best meet the individual child's needs. The goal of the IEP team is to transition students, when appropriate, back to the school district. A transition plan or contract is used to monitor this process. The transition contract identifies the behavior that warrants self-regulation and the students work individually on their goals. Teams for the student meet and review progress and continue to strive for transition back to the home school. Parents and students are an integral part of the "transition" process.

Supplementary Aids and Supports/Services are listed below but not limited to

Collaborative Supports

Team meetings, treatment team meetings, co-planning
 Paraprofessional Support
 Paraprofessional training/ 20 hours
 Parent training throughout the school year within the
 consortium at different locations
 Collaboration of Reading Department and Special
 Education Department inclusive of Speech and
 Language Clinicians
 Department meetings/ training
 Consortium meetings monthly and with
 superintendents three times per year

Instructional	<p>Test modifications/accommodations Alternate materials Assistive Technology Alternate methods of presentation Paraprofessional support Allow for alternate method for student to demonstrate mastery of content Scribing Alternative assessment opportunities CST/ collaborative meetings and data analysis and instructional strategies Related Service professionals to aid instructional outcomes</p>
Physical	<p>Specific seating needs Adjustments to environment Desk/chair vs table Variation in furniture arrangement Assistive technology</p>
Social/Behavioral	<p>Social Skills instruction Peer support Cooperative learning opportunities Counseling support Individual and classroom wide behavior plans Adventure base opportunities Inclusion support</p>

Behavior Support Services

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

CASD School Board Policy # 113.2 outlines behavior support, and states that students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings

other than the regular class when the nature or severity of the student's disability is such that education in the regular education class with supplementary aids and supports cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a Positive Behavior Support Plan (PBSP) if the student requires specific intervention to address the behaviors that interfere with learning. The identification, evaluation and plan or program, shall be conducted and implemented in accordance with state and federal law and regulations.

The Board directs that the district's behavior support program shall be based on positive rather than negative techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures including de-escalation have been tried. If a restraint occurs, the parent/guardian is notified immediately and the IEP team convenes within 10 days, unless a waiver is signed. At the meeting, the need for a Functional Behavior Assessment (FBA), or a new or revised Positive Behavior Support Plan (PBSP) is discussed. All restraints are reported to the state. Behavior Support programs and plans shall include a variety of research-based techniques to develop and maintain skills that will enhance student opportunities for learning and self-fulfillment.

In the Carlisle Area School District, Safe Crisis Management (SCM) is used. Two high school teachers of the Emotional Support Program are trainers and are re-certified annually. They train teams of teachers, counselors and administrators at the building level. The district home school visitor and social worker are also trained. District paraprofessional staff are trained in de-escalation techniques as well. With support from our school psychologists and special education department directors, teams at each building are supported in developing individual and classroom behavior plans that are positive in nature. Teams of teachers at each building develop and track individual behavior plans that allow for adjustments and revisions for any given student. The research-based training includes de-escalation.

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.

Ensuring FAPE

At the present time, the Carlisle Area School District has no unresolved issues with locating and ensuring a Free and Appropriate Public Education (FAPE) for any individual student, or for a particular disability category. If a problem would arise in the future, the district would contact the

Capital Area Intermediate Unit (CAIU) Interagency Coordinator, Mental Health/Intellectual Developmental Disabilities (MD/IDD) agency, the Juvenile Probation Office (JPO), Children and Youth, or the Cumberland County CASSP Coordinator to schedule a team meeting. If need be, the assistance of the Regional Interagency Coordinator at PaTTAN is also requested.

Had to Place Students

If presented with a student that presents a placement challenge, the district employs an Out-Of-District Educational Placement (OODP) to meet that student's needs. CASD collaborates with the CAIU and with a consortium-operated classrooms. Additionally, New Story, River Rock, NHS, Yellow Breeches Educational Center and VISTA are utilized. Our school social worker assists both families and the school with obtaining Behavioral Health Rehabilitative Services (BHRS), to include family-based and wrap services. The use of Interagency support assists the district in meeting FAPE with a "hard to place" student. The CAIU also offers an interagency intervention that includes a social worker. The social worker communicates with the school team and a meeting is planned collectively. This meeting can include a member of the CASSP team. The district is also developing a team of professionals within the district that can convene to review students that have been challenging to place. This team includes a social worker, a school psychologist, both special education directors and a building principal who act as the Local Education Agency (LEA) representative. This team will establish baseline data and review the level of need for the student.

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.

Students:

Students in the Carlisle Area School District are integrated into the regular education environment with their non-disabled peers to the maximum extent possible to ensure individual student success. The regular and special education teachers have received training on the inclusion of special needs students in the regular education environment, and work together as co-teaching teams to provided instruction. The district also utilizes paraprofessional support for students, so that they are able to be integrated into the regular education setting with success.

Parents/guardians:

The district works collaboratively with parents/guardians and community members. We have offered training for our parents, and continue to do so based on feedback from them regarding topics of interest and/or need. These trainings have included homework support, the components of an IEP, characteristics of Attention Deficit Hyperactivity Disorder (ADHD) and many other areas. The district recognizes the importance of working closely with parents/guardians of students with special needs to ensure the most meaningful school experience for their child. We place information on the district website that would pertain to our special education population and support our parents in accessing resources. The district offers parent training within our consortium districts.

The district varies the location of the parent training so that there is equal access. The district encourages our parents to participate in our training and provide supports. Parents have also provided the training as their knowledge is critical to the success of our programs.

Paraprofessionals:

The district's paraprofessionals receive 20 hours of required training each school year. The district's paraprofessionals are required to take the Comprehensive Assessment of Paraprofessional Educators (CAPE) test if they do not have a two-year or four-year degree. The district's personal care aides not only assist in a one-to-one situation, but also work with multiple students with similar needs in the classroom. Personal care aides are able to participate in the numerous training opportunities that are offered throughout the school year. The Carlisle Area School District continues to offer at least 20 hours of training opportunities geared specifically towards the paraprofessional job responsibilities. All district paraprofessionals are trained in Act 126.

Teachers:

The regular education and special education teachers have been trained over the years in the inclusion model of teaching. Contracted teachers are required to complete 18 hours of designated professional development in addition to six hours of on-line training. The Carlisle Area School District also continues to use research-based instructional practices under the Learning Focused Schools (LFS) model. Learning Focused Schools embraces all students in the learning process, regardless of their abilities, and focuses on the essential parts of the curriculum by providing strategies and tools to help all students meet with success. A key element of Learning Focused Schools is the previewing of material for students, so as the lesson begins, they are able to start with the same knowledge base as their peers. Each year the teachers are asked to incorporate another aspect of Learning Focused Schools into their classrooms. We continue to see evidence of the success of the Learning Focused Schools initiative across all grade levels. We have also been training our guidance counselors in the area of transition as it relates to post high school opportunities. At this time, the district has formed a team of counselors, psychologists and administrators to develop threat assessment protocols.

Administrators:

Building level administrators continue to receive on-going training regarding special education law and subsequent responsibilities. The director and associate director of special education attend monthly meetings with building level administrators. Building principals schedule Manifestation Determination (MD) meetings inclusive of the IEP Team, as needed. The IEP Team also conducts Functional Behavior Assessments (FBA) to determine the "ABC's" of the behavior. A Positive Behavior Support Plan (PBSP) is then developed to increase the likelihood that the student will meet with success.

Building administrators have been very supportive of including the special education students into the regular education setting as much as possible. They continually encourage the regular education and special education teachers to work cooperatively and collaboratively with each other to ensure the success of all of our students.

Child Find:

The Annual Public Notice contains all of the required components established by the Department of Education. The Capital Area Intermediate Unit publishes the Annual Public Notice for participating districts. The Annual Public Notice is posted on the district website, in the main office of each

building and in the two local newspapers. This was most recently published in September, 2017. Child Study Teams (CST) are established in each school to assist staff with struggling students. Study groups and behavior groups have been formed within the schools in addition to the strategies implemented by the teaching staff. The district is currently documenting the number of students referred to the CST process. The district is looking at the number of students who were evaluated and, of those evaluated, who qualified for specially designed instruction. The district implements a reading intervention program at the kindergarten level if data indicates. Training in math strategies and interventions will continue for school year 2017/2018. Building level meetings are held to review data and discuss intervention groups.

Preschool Transition:

The district partners with the Capital Area Intermediate Unit to conduct child find activities to identify preschool children who may have developmental delays or other disabilities. The CAIU coordinates transition meetings with the district staff when these children approach school age. The transition meetings are essential to create a learning environment where each student will be successful. The preschool students are observed in their settings by the CASD staff prior to the meetings. CASD hosts two specialized classes, an Intensive Speech/Language class and a Primary Assessment class which are consortium-based.

Transition-Secondary:

The Work Study Program remains an option for our high school special education students. The job coach and our high school special education teacher, who works part-time as a transition coordinator, plan together to support our special education students. This program provides career direction and offers on-the-job training and support to students with disabilities. The district provides a work situation for students who need a more structured and supportive learning environment. Students are able to earn high school credits for successful participation in the program. The district continues to work on expanding student participation in these programs. At this time, the district has students involved in five varied work opportunities. The Workforce Innovation Opportunity Act (WIOA) changes have increased the need for more opportunities in the community for our students. We are working with VISTA to provide supports in this area as well with some of our students. The district-operated classes participate at the Real Deal House, a consortium-operated house where students learn life skills. The district's life skills teacher/transition coordinator attends the Capital Area Regional Transition (CART) meetings at the CAIU and shares updated information with our staff of teachers about transition. This includes work study programs, college fairs, and other pertinent opportunities for transition.

Community:

The district-operated emotional support classes have successful classroom incentive programs and participate in Adventure Based Education (ABE) with our local YMCA. The YMCA also supports our life skills classrooms by offering swimming lessons. CASD has hosted the local Special Olympics event with the support of Dickinson College, and many district classes volunteer at Project Share, the local food bank. The district social worker acts as a liaison for community agencies and families regarding school based services.

Assurances

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Big Spring School District	Neighboring School Districts	Life Skills Support	5
Big Spring School District	Neighboring School Districts	Multiple Disabilities Support	2
Big Spring School District	Neighboring School Districts	Learning Support	8
Mechanicsburg Area School District	Neighboring School Districts	Emotional Support	2
South Middleton School District	Neighboring School Districts	Life Skills Support and MDS	4
River Rock Academy	Other	Alternative Education	13
VISTA School	Approved Private Schools	Autistic Support	3
Yellow Breeches Educational Center	Other	Emotional Support	9
Hilltop Academy	Special Education Centers	Emotional Support	7
Diakon	Other	Emotional Support	3
Susquehanna High School	Neighboring School Districts	Autistic Support	2

Special Education Program Profile

Program Position #25

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	15	0.4
Justification: The Special Education teacher does not support/teach these student at the same time.				
Locations:				
Bellaire Elementary School - BC	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 12	8	0.6
Justification: The Learning Support teacher does not teach/support these students at the same time.				
Locations:				
Bellaire Elementary School - BC	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 6	8	1
Locations:				
Mt Holly Elementary School - BSM	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	8	1
Justification: The Special Education teacher does not support/teach these students at the same time.				
Locations:				
North Dickinson Elementary School - SY	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015

Reason for the proposed change: No change was needed. Attempted to add an additional .5 full-time equivalent teacher. However, this was not the way to enter that change.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	16	1
Justification: The Special Education teacher does not support/teach these students at the same time.				
Locations:				
LeTort Elementary School - SL	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	17	0.4
Justification: The Special Education teacher does not support/teach these students at the same time.				
Locations:				
Crestview Elementary School-KB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 12	9	0.6
Justification: The Learning Support teacher does not support/teach these students at the same time.				

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

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	11	0.2
Justification: The Special Education teacher does not support/teach these students at the same time. The IEP team would communicate with the parent if the age range exceeded.				
Locations:				
Mooreland Elementary School-DD	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	2	0.8
Locations:				
Mooreland Elementary School-DD	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 13, 2017*Reason for the proposed change:* Altered the type of support**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 6	10	1
Justification: The building now has a full time regular K program and the ISL students are now able to be integrated in all the specials with the regular education students. The class is supplemental.				
Locations:				
Mooreland Elementary School - DR	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	42	1
Justification: The Speech Clinician does not support these students at the same time.				
Locations:				
Mooreland/LeTort Elementary School(s) - MP	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 14	44	1
Justification: The Speech Clinician does not support these students at the same time.				
Locations:				
Lamberton Middle/Mt. Holly Springs Elementary School - DR	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	55	1
Justification: The Speech Clinician does not support these students at the same time.				
Locations:				
Hamilton/LeTort Elementary School(s) - BL	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	52	1
Justification: The Speech Clinician does not support these students at the same time.				
Locations:				
Mt. Holly/North Dickinson Elementary School(s) -BH	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	43	1
Justification: The Speech Clinician does not support these students at the same time.				
Locations:				
Bellaire/Hamilton Elementary School(s) - MG	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	6	1
Locations:				
Carlisle High School/McG - KC	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 18	17	0.6
Locations:				
Carlisle High School/McG - JK	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 19	8	0.4
Locations:				
Carlisle High School/McG - JK	A Senior High School Building	A building in which General Education programs are operated		

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 17	17	0.6
Locations:				
Carlisle High School/Sw - RT	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	8	0.4
Locations:				
Carlisle High School/Sw - RT	A Senior High School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	26	1
Locations:				
Carlisle High School/McG - AC	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	7	1
Locations:				
Carlisle High School/McG - TH	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	6	0.15
Justification: The Special Education teacher does not support/teach these students at the same time.				
Locations:				
Hamilton Elementary School - JW	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	17	0.85
Locations:				
Hamilton Elementary School - JW	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	11	0.5
Locations:				
Carlisle High School/McG - TS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	8	0.5

Locations:				
Carlisle High School/McG - TS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	15	0.5
Locations:				
Carlisle High School/Sw - RH	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	8	0.5
Locations:				
Carlisle High School/Sw - RH	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* February 13, 2017*Reason for the proposed change:* Teacher change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	9	0.5
Justification: Students are not seen at the same time				
Locations:				
Bellaire Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	9	0.5
Justification: Students are not seen at the same time.				
Locations:				
LeTort Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	21	0.7
Locations:				
Carlisle High School/Sw - BS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	5	0.3
Locations:				
Carlisle High School/Sw - BS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* February 13, 2017*Reason for the proposed change:* Teacher change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	9	0.5
Locations:				
Lamberton	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	4	0.5
Locations:				
Carlisle High School/McG - SW	A Senior High School Building	A building in which General Education programs are operated		

Program Position #1*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	9	0.25
Justification: The students are not seen at the same time				
Locations:				
Lamberton Middle School - CK	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 13	10	0.75
Locations:				
Lamberton Middle School - CK	A Middle School Building	A building in which General Education programs are operated		

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	5	0.3
Locations:				
Lamberton Middle School - MY	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	12	0.7
Locations:				
Lamberton Middle School - MY	A Middle School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	15	0.4
Locations:				
Lamberton Middle School - KY	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	4	0.6
Locations:				
Lamberton Middle Schol - KY	A Middle School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* February 13, 2017*Reason for the proposed change:* Teacher change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	3	0.25
Locations:				
Wilson Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	12	0.75
Locations:				
Wilson Middle School-	A Middle School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	4	0.4
Locations:				
Wilson Middle School - KL	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	7	0.6
Locations:				
Wilson Middle School- KL	A Middle School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	2	0.25
Locations:				
Wilson Middle School - LM	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	12	0.75
Locations:				
Wilson Middle School- LM	A Middle School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	9	0.4
Locations:				

Wilson Middle School - MSh	A Middle School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	3	0.6
Locations:				
Wilson Middle School - MSh	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	9	0.4
Locations:				
Wilson Middle School - MS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	3	0.6
Locations:				
Wilson Middle School- MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 16	9	1
Justification: The Teacher of the Blind and Visually Impaired does not support these students at the same time.				
Locations:				
CASD/BSSD/SASD	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	10	0.5
Justification: The special education teacher does not support/teach these students at the same time.				
Locations:				
Letort Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* February 13, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	13	0.6
Justification: students are no in the classroom at the same time. The teacher meets with groups of students within the required age range.				
Locations:				
Mt. Holly Springs Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	6	0.4
Justification: The grouping of the students do not exceed the age range requirements.				
Locations:				
Mt Holly Springs Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* February 13, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	6	0.4
Justification: The grouping of students never exceeds the requirements				
Locations:				
North Dickinson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	7	0.6
Justification: The grouping of the students do not exceed the regulatory requirements.				
Locations:				
North Dickinson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42*Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: February 13, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	11	0.3
Justification: Groupings are within the regulatory requirements.				
Locations:				
Mooreland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	9	0.7
Justification: Groupings of students are within the regulatory age range.				
Locations:				
Mooreland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43*Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: February 13, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	25	0.6
Locations:				
Wilson Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 21	17	0.4
Justification: Students are not grouped together at any time.				
Locations:				
Carlisle High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #44*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* February 13, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	42	1
Justification: Clinician follows regulatory procedures for age range.				
Locations:				
Crestview	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* February 13, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	18	1
Justification: While we do breach the regulatory age range, the IEP notes this.				
Locations:				
Carlisle Area School District	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District	1
Associate Director of Special Education	District	1
Psychologists	District	3
Social Worker	District	1
Paraprofessionals	District	45
Teacher of the Blind/Visually Impaired	District	1
Speech Language Clinicians	District	7

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
All Hands Interpreting Services - Interpreter	Outside Contractor	5 Days
Billie Coffey - Occupational Therapy	Outside Contractor	4 Days
Audiology	Intermediate Unit	2 Hours
Ann Myers Occupational Therapist	Outside Contractor	2 Days
Pressley Ridge - Psychiatric Evaluations	Outside Contractor	1 Days
Therabilities - Physical Therapy	Outside Contractor	8 Hours
VISTA - Autism Support/Outreach	Outside Contractor	47 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<p>As of the 12/1/2016 Child Count, the Carlisle Area School district has 144 students diagnosed with Autism. Although the district does not operate Autistic Support classrooms, many students with Autism are supported via Speech Language Support, and district operated Emotional Support and Learning Support programs. VISTA Outreach also supports these students via professional development, consultation and direct support to students in the regular education environment. Students who are diagnosed with Autism who are in need of more intense services are supported in a VISTA, Northwestern Human Services/ NHS or New Story placement.</p> <p>Professional and paraprofessional staff will continue to receive professional development regarding Autism and related needs. As a part of this ongoing professional development, the LEA will continue to offer SCM initial and re-certification training annually. Additionally, training will occur in the areas of behavior management, goal implementation. social skill instruction and de-escalation strategies.</p>
Person Responsible	Director of Special Education, Associate Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	30
# of Participants Per Session	30
Provider	CASD
Provider Type	VISTA Outreach, CAIU. NHS
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>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>
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>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Asst Supts / CEO / Ex Dir</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (pre-K - 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>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>

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

Description	The Carlisle Area School District focuses on positive behavior support systems to encourage positive social interactions. The district employs three certified School Psychologists and a Social Worker who support the staff with strategies for behavioral management. The district utilizes a Student Assistance Program (SAP) process. The LEA trains all paraprofessionals in behavior management and operates an Emotional support program K-12. A team of administrators from the district were trained at a two day PBIS training in May, 2014. This training will allow the district to begin to incorporate research based strategies for behavior management in a more consistent manner district wide. The district is currently implementing PBS in individual school buildings. The counselors within each elementary school follows a curriculum and presents lessons that provide explicit instruction in social skills training.
Person Responsible	Director of Special Education, Associate Director of Special Education, Assistant Superintendent
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	6
# of Participants Per Session	30
Provider	PaTTAN, CASD. CAIU
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Research based best practices for behavior management strategies.
Research & Best Practices Base	Use of research based best practices for behavior management.
For classroom teachers, school counselors and education	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on

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>
For school or LEA administrators, and other educators seeking leadership roles	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (pre-K - 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>Creating lessons to meet varied student learning styles</p> <p>Collaboration within buildings</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>

Paraprofessional

Description	<p>All Paraprofessionals in the Carlisle Area School District are Highly Qualified. The HQ status is obtained by the demonstration of two or more years of college, or the successful completion of the CAPE test.</p> <p>Paraprofessionals in the CASD Special Education Department will receive a minimum of 20 hours of training per school year. A log of each paraprofessional hours will be maintained by the Special Education Department. District paraprofessionals will be invited to attend district operated training to meet their specific needs.</p> <p>Training will be provided in the areas of:</p> <ul style="list-style-type: none"> Autism Behavior modification Disability education Paraprofessional role in the regular education classroom Safe Schools/Child Abuse Safe Crisis Management Technology Paraprofessionals are also encouraged to obtain training hours via PDE, PATTAN or other approved providers. Related Services and the how they provide supports to students Reading intervention strategies Use of technology Math strategies training
Person Responsible	Director of Special Education, Associate Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	12
# of Participants Per Session	30
Provider	CASD
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Offsite Conferences
Participant Roles	Principals / Asst. Principals Paraprofessional New Staff Other educational specialists Parents
Grade Levels	Elementary - Primary (pre-K - 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. Peer-to-peer lesson discussion Journaling and reflecting Collaboration with Special Education teachers

Evaluation Methods	Participant survey Portfolio Book study
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Reading NCLB #1

Description	The Carlisle Area School District implements a tiered model for Reading intervention K-12 and uses Research-Based Reading interventions K-12. All Reading interventions are considered a regular education program, so no separate planning for special education needs to occur. However, the special education teachers are trained in differentiation. The Supervisor of Reading, the Director of Special Education and the Associate Director of Special Education do collaborate on an ongoing basis to monitor the fidelity of the interventions and to monitor student progress. The teachers inclusive of the special education staff are trained extensively in the area of reading. The trainings have included progress monitoring, LETRS, Wilson, screenings and assessment tools, the five components of reading and meta-cognitive thinking strategies.
Person Responsible	Director of Special Education, Associate Director of Special Education, Supervisor of Reading, Director of Curriculum and Instruction
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Student Services

Professional Development Details

Hours Per Session	0.0
# of Sessions	0
# of Participants Per Session	0
Provider	0
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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	LEA Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Related Service Personnel Parents
Grade Levels	Elementary - Primary (pre-K - 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
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Transition

Description	The CASD Special Education Department is currently participating in Compliance Monitoring for Indicator # 13 during the 2017-2018 school year. As a result of this monitoring, all students 14 years of age or older, or those students turning 14 during the year of the annual IEP, will have transition related information in their IEP. Transition Assessment binders will be updated to include resources shared with all special education staff. Results of career and interest surveys conducted by the school guidance counselors are now shared with the special education teacher. Additional interest inventories, independent living skill assessments and career interest inventories are
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	<p>administered by special education teacher to collect data to drive transition activities. In addition, there is progress monitoring tools in place to establish a level of competence as students participate in the Real Deal House. This is all recorded in the IEP and corresponding goals and activities are established. IEP paperwork is monitored by the district Special Education department for compliance and patterns of training need are identified.</p> <p>The district conducts a six-hour training each school year on the topic of transition and during the in-service training days throughout the school year beginning the summer of 2015. Previous training has occurred during monthly department meetings. Transition assessments are reviewed, as well as applicable Goals and Activities of the Transition section of the IEP are discussed. The district has also trained a group of counselors in September of 2017.</p> <p>Community agencies will be invited to attend Department meetings as well, to build local capacity and knowledge of Post Secondary opportunities.</p>
Person Responsible	Director of Special Education, Associate Director of Special Education, Transition Coordinator
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	30
Provider	CASD
Provider Type	Individual
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	LEA Whole Group Presentation Series of Workshops Live Webinar Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers School counselors Paraprofessional New Staff Related Service Personnel Parents
Grade Levels	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 Professional Collaboration with teacher peers re Transition Assessments, Activities and Goals
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Portfolio

	Document review
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Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer