

Albert Gallatin Area SD
Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

2625 Morgantown Rd
 Uniontown, PA 15401
 (724)564-7190
 Superintendent: Christopher Pegg
 Director of Special Education: Sheri Dunham

Planning Committee

Name	Role
Joetta Britvich	Administrator : Professional Education Special Education
Lisa Haught	Administrator : Professional Education Special Education
Christopher Pegg	Administrator : Professional Education Special Education
Randy Wilson	Administrator : Professional Education Special Education
Eric Witt	Administrator : Professional Education Special Education
Jeffrey Myers	Board Member : Professional Education Special Education
Allison Haragos	Ed Specialist - Other : Special Education
Heather Hartley	Elementary School Teacher - Regular Education : Professional Education Special Education
Chris Bolin	Instructional Technology Director/Specialist : Professional Education Special Education
David Dunham	Middle School Teacher - Regular Education : Professional Education Special Education
Drew Dindl	Middle School Teacher - Special Education : Special Education
Michelle Lanko	Parent : Special Education
Sheri Dunham	Special Education Director/Specialist : Professional Education Special Education
Jared Plisko	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 667

Identification Method

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

Specific Criteria for Determining Identification of Students with Specific Learning Disabilities

In the Albert Gallatin Area School District, to determine the presence of a specific learning disability, school psychologists use the Ability-Achievement Discrepancy Analysis model. Standardized tests of ability and achievement such as the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) and the Wechsler Individual Achievement Test-Third Edition (WIAT-III) would be administered to students. The student's scores are then reviewed by a school psychologist to determine if a significant discrepancy exists between the predicted standard score (based on the student's IQ score), and his/her actual achievement scores on the standardized achievement assessment measuring a variety of subject areas.

For example, a "significant discrepancy" would be evident by a measured difference between a student's predicted standard scores on the WIAT-III subtests (based upon his or her measured IQ scored on the WISC-V) and the student's actual standard score on the WIAT-III subtests at the .05 level. If there is a significant discrepancy between the predicted achievement score(s) and the actual achievement score(s) at the .05 level, then the presence of a specific learning disability in that particular subject or subjects is detected.

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 AGASD has no significant disproportionalities represented by special education data when examining the racial or ethnic make-up of the school district, based upon the most recent data

compiled (December 1, 2016 Child Count).

The demographic data of the overall district enrollment and special education students as reported in the December 1, 2016 Child Count is as follows:

Race/Ethnicity	Special Ed	LEA
Black or African American	3.5%	3.7%
Hispanic	--	0.8%
Multiracial	4.0%	3.2%
White	91.7%	92.0%

There are no students reported in the following Race/Ethnicity categories: American Indian/Alaska Native, Asian, or Hawaiian.

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?

1. The AGASD does not have a Section 1306 facility within our geographic boundaries.
2. Representatives from the AGASD would communicate with the LEA representative from the host School District and participate in meetings and to assist IEP teams in making educational decisions to ensure that the student is receiving FAPE in the Least Restrictive Environment.
3. The biggest problem/barrier would be lack of communication back to the AGASD from a host district. If the AGASD is not aware of the location of a student, participation in educational decision-making would obviously not be possible. Keeping lines of communication open once they have been established is paramount and is an ongoing goal to ensure that students are receiving FAPE when they are outside the district's boundaries.

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).

Currently this school district does not serve as the host district for incarcerated students. However, if this district became the "host" district, then all obligations would be met. The district would assume responsibility for child find and providing appropriate educational programs, as well as

transportation and any support services necessary to ensure the provision of a free and appropriate public education. The district would review the IEP, conduct an evaluation or re-evaluation report, review all existing data, and/or use existing placement options within the district, neighboring districts, Intermediate Unit One, or other private non-residential placements locally. A careful review of placement options would be undertaken to ensure that the student receives a free and appropriate public education within his/her least restrictive environment. The district would also invite his/her "resident" district to participate and provide feedback throughout the process as the student's program is developed and implemented. Additionally, the district would bill the resident district for the cost of the student's educational program. In this process, the district does not foresee any barriers that would limit its ability to meet its obligations under 1306 if a need would arise in the future.

At this time, in proximity to this school district, the Fayette County Prison is within the geographic boundaries of the Uniontown Area School District and a state correctional facility is in the Brownsville Area School District's geographic boundaries. All appropriate special education paperwork would be provided to the serving district in order to ensure that the student is being provided FAPE. Communication with the LEA representatives of the appropriate school district and participation in IEP team meetings would be a crucial step to ensure that identified students are receiving FAPE.

Students from this school district at times have been placed by the court system in other facilities and communication has been prompt and frequent. Records requests are received and responded to in a timely manner to ensure that identified students are receiving FAPE.

Currently, school districts in Fayette County collaborate for a joint Child Find Notice annually and meet at least quarterly. Continued communication with the appropriate school districts (with jails or prisons within Fayette County) when students become incarcerated would be necessary to ensure that any student who might begin to demonstrate a need for special education services was located and had the opportunity to be evaluated for special education services.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The Albert Gallatin Area School District strives to ensure that students are being served in the Least Restrictive Environment to the maximum extent possible for each individual student. When IEP teams meet, the least restrictive environment is always the first option considered. Student placement determinations are made at individual student meetings; we do not have a one-size-fits-all approach. The LEA representative in each building actively participates in all meetings for students, including those who are placed into programs outside the school district, and routinely discusses re-integration of the student back into regular school buildings at each meeting. This does occur at least annually or more frequently when the IEP team feels this move would be appropriate and these determinations are based upon input from all team members as well as review of student-centered data and progress toward IEP goals and objectives. Teachers and administrators are sure to make parents aware that if a student does demonstrate a need for a setting outside of the school district based upon a particular need that we cannot fill at that time, that the topic of reintegration into the district will be revisited at least annually, or more frequently as the student progresses. IEP teams for students within district buildings, as standard procedure, review any supplementary aids and services that may be (or have been) implemented before agreeing to place a student in a more restrictive environment (for example, from the Itinerant to the Supplemental level of support). Students would be given a higher level of support within the regular school building only when various supplementary aids and services have been utilized and have not yielded meaningful educational benefit for the student.

2. The Albert Gallatin Area School District currently implements RtII, utilizing evidence-based models of instruction, in all elementary schools for grades K-2, and this has yielded great benefit to the students. Both middle schools are implementing School-wide Positive Behavior Support this year (2017-18) for the first time. Core teams received extensive site-based training in the 16-17 school year and the core teams are rolling out trainings to their respective building personnel throughout various training sessions in the 2017-18 school year. The hope is that this will assist all students, particularly students with disabilities, in providing consistency across all classroom environments with regard to rules, routines and positive behavior support reinforcement.

Albert Gallatin High School now has a team of 20 teachers and counselors who have been trained in Check and Connect with the hope of not just keeping students from dropping out of HS, but also decreasing students' behavioral issues while attending AGHS (thus decreasing a need for more restrictive placements). PaTTAN trainers have been utilized for the various Check and Connect trainings that have occurred over the past 2 years. AGHS is also in Year 3 of participation in the SSIP grant, the primary focus of which is to increase graduation rates and decrease drop-out rates, and has recently been extended an invitation to participate in a 4th year of the SSIP grant. Representatives from our HS team have presented at the MTSS forum the past 2 years in regard to our success with the SSIP grant activities with students (such as Check and Connect and implementation of the Dashboard).

At both the middle school and HS level, the EWS Dashboard is being utilized for to identify at-risk students, focusing on the areas of attendance, behavior and grades. We believe continued utilization of the Dashboard will help to improve LRE data, particularly students placed outside the school district and there is evidence to support that. In the December 2015 Child Count, the percentage of students placed outside the district was 5.8% and in the December 2016 Child Count it was

4.7%. Preliminary data for December 1, 2017 Child Count places the percentage of students placed outside the school district at 4.19%. Our middle school Dashboard team trained the AGHS SSIP grant team, and has also conducted trainings at the Intermediate Unit and PaTTAN. The AGASD was one of the first school districts throughout the state to use the EWS Dashboard and is still frequently requested for collaboration from PDE regarding the EWS Dashboard.

The AGASD also has 4 social workers to assist teachers with utilizing data-driven approaches to decrease inappropriate student behaviors and to help ensure that all means are exhausted for student's exhibiting behavioral difficulties before considering outside placement options. We have had extensive training on the use of Positive Behavior Supports in all classrooms and Verbal De-escalation techniques by IU TaC consultants, IU supervisors and we have our own team of 4 certified "Safety Cares" trainers within the school district. Safety Cares is a non-violent crisis intervention program which focuses primarily on verbal de-escalation. The AGASD has also recently trained on the topic of classroom management and ABA techniques for teachers that would find that beneficial. The Schoolwide Positive Behavior Support, classroom management training, ABA training and Safety Cares trainings have been provided to staff to help our students remain in the Least Restrictive Environment to the maximum extent possible.

3. In reference to Indicator 5, the Albert Gallatin Area School District falls short on only 1 of the 3 measurements. Our most recent data from the December 2016 Child Count is as follows: A) Students in the general education setting 80% or more of the school day (AG-60.7%, state average-62.4%; B) Students inside the regular setting less than 40% of the school day (AG-8.8%, state average-9.0%; and C) Students educated in Other Settings (AG-4.7%, state average-4.9%.

A summarization of this data indicates that the AGASD was slightly better than state averages in 2 areas and 1.7% lower than the state average in the category of students placed in the general education setting 80% or more of the school day. In this particular category, the data has been consistent over the past 5 years with percentages varying from 59.7% to 63.7%, and in two of the years the AGASD exceeded the state's averages. Continuing with professional development in Least Restrictive Environment topics will help the AGASD continue to move in the right direction. In reference to the second reporting category, "students educated in the general education environment less than 40% of the day", the AGASD is performing better than the state average but has not yet achieved the state performance target. Continued professional development and continued improvement in the area of integrating our students with more severe disabilities and complex needs will help the AGASD to achieve the state performance target.

The third reporting category, students placed in settings outside the school district, is above both the state average and the state performance target. It is also worth noting that the AGASD has the lowest percentage of students being served outside the district when compared to all other districts in Fayette County. We do take pride in this fact, considering that the population demographic which we share with the other districts in the county presents significant challenges. Fayette County has been ranked the second poorest county in the state in consecutive years, and has also been rated the second unhealthiest county in the state in consecutive years. These are challenges that make their way into the school setting and do make it difficult to meet the needs of all students in the regular education classroom as well as the regular school buildings. However, it is only without going through exhaustive means as indicated above, that IEP and MDT teams come to the consensus that a student's needs can best be met outside the district. Again, these placements are continually

reviewed and students frequently return to district settings.

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.

As per District policy, the AGASD Board believes that positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children must be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Behavior support programs must include research-based practices and techniques used to develop and maintain a skills that will enhance an individual student's opportunity for learning. Behavior support programs and plans must be based upon functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problematic behaviors, the types of interventions chosen for a particular student must be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or actions injurious to themselves or others shall be disciplined in accordance with their Individualized Education Plan (IEP), Positive Behavior Support Plan (PBSP) and Board policy.

Furthermore, the AGASD Board directs that the school entity shall comply with provisions of the Individuals with Disabilities in Education Act (IDEA) as well as federal and state regulations when disciplining students with disabilities for violations of school policy and/or rules and regulations. No student with a disability shall be expelled if the student's particular misconduct is determined to be a manifestation of his/her disability.

The Superintendent or designee is responsible for ensuring that behavior support programs are in accordance with PA Chapter 14 regulations, including the training of personnel in the use of specific procedures, methods and techniques and for having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures.

Additionally, the AGASD provides training to district staff in the use of Positive Behavior Supports and separate Verbal De-escalation Trainings to appropriate personnel. More recently, trainings were mandatory as a result of a Corrective Action Plan from the 2016 Special Education monitoring, but the District is now successfully out of corrective action and has continued to provide training to various staff in the use of verbal de-escalation.

The AGASD has also implemented School-Based Mental Health in both middle schools 2 days per week, and is currently in the process of expanding School-Based Mental Health to AGHS and 2 elementary schools. The plan is to continue to expand this service to more elementary schools in future years. As previously mentioned, this school district contracts 4 social workers through

Intermediate Unit One, whose primary focus is to provide social work services to students with IEP's but they do also provide other support services to the school district as well, such as active participation on SAP teams. By federal mandate, the AGASD also has Student Assistance Program teams at both middle schools and at the HS level. These teams are comprised of a cross-section of district staff including general and special education teachers, guidance counselors, school psychologists, social workers, agency representatives and administration. The SAP teams provide annual training on various topics, including the SAP referral process, to building staff and the SAP teams receive update trainings on various crisis intervention topics twice per year.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1. At this time, the AGASD does not have any hard to place students. However, the District does have a working relationship in regard to such matters with the Intermediate Unit One Interagency Coordinator and the District would notify the Coordinator if assistance was needed with a Hard-to-place student. The Intermediate Unit One Liason would arrange an interagency meeting to include all agencies that can provide support to the student. The IEP team members meet to review the student's IEP to determine if the student's needs can and are being met in the current placement. If needed, the IEP team will make changes to the current IEP. If the IEP Team determines that the student's needs cannot be met in the current placement or other public school setting, other placement options will then be considered and the district personnel will follow up with making the appropriate contacts with other centers or facilities. In the event that a placement cannot be secured and the student is at risk of (or has been) waiting 30 days for an appropriate placement, the District will report the required information to the Department of Education, updating the information monthly until an appropriate placement has been secured. Additionally, the District reports to PDE the students with IEPs who are receiving temporary Homebound Instruction due to a temporary medical condition, and students who are in the Instruction in the Home placement.

2. The AGASD does an admirable job of providing services to students with disabilities in the Least Restrictive Environment appropriate for each individual student. Given the comparison to other local districts who share similar population demographics, the AGASD currently has the lowest percentage of students who are placed in centers or facilities outside of the school district in the county. By continuing to provide on-going professional development in LRE topics, continuing to

maintain 4 social workers who are available to students on a regular basis or in response to a crisis, and having a positive working relationship with agency personnel who provide services to our students, the AGASD has multiple layers of support in place to serve students in the Least Restrictive Environment. Administrators from the AGASD frequently participate in ISP Team meetings and welcome agency personnel at student meetings or into buildings for student observation at the request of the parent in order to facilitate communication of agency treatment team goals to school personnel. Agency personnel also provide one-on-one or small group training for students with more significant behavioral or emotional needs with parental permission.

3. The Albert Gallatin Area School District continuously evaluates student needs and the special education services available to meet those needs, either within the home school district or by providing a continuum of placement options outside the school district. If a student would begin to demonstrate difficulty in the current least restrictive placement, the IEP team would meet to begin to review the options for additional supports that can be provided within the school district. If the time would come that all the services and supports available within the district, including services or supports provided by outside agency assistance while still in the regular building, have been determined by the IEP team to no longer be meeting the student's needs, other placement options, such as therapeutic emotional support, comprehensive therapeutic emotional support, partial hospitalization programs, alternative education settings and Approved Private Schools would be considered. No one single placement option works for every student, and these placement decisions are highly individualized and based upon individual student need.

At this time, the service delivery options being offered at the secondary schools is being reviewed within the AGASD. In the 2017-2018 school year, a special education math class was added at one middle school in response to student need, and the special education course offerings at AGHS are going to be reviewed for the upcoming 2018-2019 school year. Not every students' needs can be met in an inclusive environment, and this is prompting a need for a review of service options available. Even though the school district has not met the target for students being educated in the general education classroom for 80% or more of the school day, the general education classroom for the entire school day does not meet every student's needs and the district must have a full continuum of options available for all students. Offering more special education content courses would likely not require additional personnel but the use of existing personnel is a different manner.

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 Albert Gallatin Area School District envisions itself as a partnership of school personnel, students, families and the community at large. Emphasis is on individual student success and growth. The AGASD recognizes each student as unique; therefore it is important to know each individual student in order to remove any barriers that may inhibit the learning process. The AGASD

recognizes that each individual student is entitled to a Free and Appropriate Education in his/her Least Restrictive Environment. There is no "one size fits all" approach in the AGASD. A variety of placement options, supports and services are available in order to truly individualize each student's education tailored to his/her needs.

Additional strengths include the following:

*The AGASD actively participates in Early Intervention Transition Meetings in February of each year with a variety of district personnel in attendance to ensure continuation of needed services and a seamless transition from EI programs to School-Age programs.

*County-wide Child Find Identification has been developed through collaborations with other school districts in Fayette County and disseminated in a variety of newspapers as well as through each school district's website. In the AGASD, Child Find information is also published in each student handbook for students K-12.

*A continuum of services provided within the School District buildings include: Learning Support, Life Skills Support, Emotional Support, Autistic Support, Speech and Language Support, Hearing Support, Vision Support.

*The following related services are available to students within the AGASD buildings: Speech and Language as a related service, Occupational Therapy, Physical Therapy, Social Work Services, Nursing Services, Special Transportation, Vision Support as a related service, Hearing support as a related service, and Orientation and Mobility. These are the services currently being utilized by students within the School District, but other services would be utilized as individual student needs would merit.

*A continuum of placement options are available for students requiring Multiple-Disabilities Support (to the extent that the student's needs cannot be met within the District placement options), Autistic Support (to the extent that his/her needs cannot be met within district placement options), Therapeutic Emotional Support, Hearing Support (to the extent that his/her needs cannot be met within the school district), Vision Support (also to the extent that his/her needs cannot be met within District programs).

*The AGASD currently offers RtII to all students in grades K-2, and more intensive instruction to those students who demonstrate the need. This is essential in helping to level the playing field for students who enter School Age programs without having had the benefit of instruction in a structured setting.

*The AGASD continuously reviews needs to add classes or supports as necessary.

*The Albert Gallatin Area School District is partnered with all other Fayette County School Districts in providing at least 6 parent trainings per year at a centralized location. These trainings are advertised in local newspapers, cable TV community channels.

*For students who demonstrate a need beyond that which the general education curriculum can provide, the AGASD offers high quality, research-based curriculum materials such as SRA Direct Instruction and Read 180 as supplemental curriculum or as replacement curriculum, depending on the needs of each individual student. Supplemental materials are also available with the general education curriculum for additional practice or remediation.

*The AGASD has been the recipient of SSIP grant at Albert Gallatin High School, a limited grant awarded statewide which was targeted to improving graduation rates and decreasing drop-out rates for students with disabilities.

*The AGASD is a part of Intermediate Unit One's Cyber School Initiative (COLA) for grades 9-12. For students with IEP's who participate in the Colonial Online program, transportation may be offered for students several times a week for students to come into the school building for extra help and/or instruction if needed.

*Extended School Year is provided in a variety of manners for the students who are eligible.

*Building level special education department meetings are occurring frequently (as often as monthly) for the dissemination of information to special education teachers.

*Speech therapists received brand new new assessment instruments (articulation and social language) for the 2017-2018 school year.

*Special education teachers are receiving new achievement tests in the winter of 2018 for progress monitoring.

*Extensive special education training for special education personnel has occurred in the previous 2 years on topics such as: transition, writing measurable annual goals, progress monitoring, the re-evaluation process, writing IEPs, positive behavior support in the classroom, manifestation determinations, NOREP's, and Extended School Year.

*Special education teachers have also been included in professional development for the use of new curriculum materials (Journeys and Go Math).

*Planned collaboration days to discuss students transitioning from one building to another (elementary to middle and middle to high school).

*Individual meetings with teachers and special education administrators to review paperwork and discuss strengths/weaknesses

*School-Based Mental Health is fully operational 2 days per week at the Middle School and being expanded this school year (17-18) into the High School and 2 elementary schools with intent to move into more elementary schools in the future

*School-wide Positive Behavior Support at the Middle School (17-18) with the intent to move into 2 elementary schools next year

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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Intermediate Unit One Waynesburg Campus	Special Education Centers	Comprehensive Therapeutic Emotional Support	*less than 10
Intermediate Unit One Colonial Campus	Special Education Centers	Comprehensive Therapeutic Emotional Support	*less than 10
Adelphoi Village	Other	Learning Support, Emotional Support	*less than 10
Watson Institute	Approved Private Schools	Life Skills Support	*less than 10
Western PA School for the Deaf	Approved Private Schools	Hearing Support Services	*less than 10
Highlands Hospital Center for Autism	Other	Autistic Support	*less than 10
Clelian Heights	Other	Autistic Support	*less than 10
New Directions	Other	Emotional Support	*less than 10
Fayette County Career and Technical Institute	Other	Learning Support	*less than 10
Fayette County Career and Technical Institute	Other	Life Skills Support	*less than 10

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 13, 2017

Reason for the proposed change: Adjusted the Caseload number and Age Range.

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 19	13	1
Locations:				
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 13, 2017

Reason for the proposed change: The changes being made are reflective of the teacher's current caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 17	13	1
Locations:				
Albert Gallatin Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #41*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 13, 2017*Reason for the proposed change:* The change updated the current caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	1
Locations:				
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #40*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 13, 2017*Reason for the proposed change:* Updated the current caseload for this teacher.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	19	1
Locations:				
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 13, 2017*Reason for the proposed change:* Updated current caseload for this teacher.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	1
Locations:				
Albert Gallatin Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #38*Operator:* School District

PROGRAM DETAILS*Type:* Class*Implementation Date:* March 13, 2017*Reason for the proposed change:* Roster and age range updated for this profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	1
Locations:				
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 13, 2017*Reason for the proposed change:* This change is being made to reflect changes on this teacher's roster at this time.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	21	1
Locations:				
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 13, 2017*Reason for the proposed change:* The changes are reflective of the teacher's current caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	1
Locations:				
Albert Gallatin Area Senior High School	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	15 to 19	12	0.5
Locations:				

Albert Gallatin Area Senior High School	A Senior High 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%)	Emotional Support	15 to 17	5	0.5
Locations:				
Albert Gallatin Area Senior High School	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	11 to 14	5	0.5
Locations:				
Albert Gallatin North 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%)	Learning Support	11 to 13	9	0.5
Locations:				
Albert Gallatin North Middle School	A Middle 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
Itinerant	Learning Support	12 to 13	5	0.25
Locations:				
Albert Gallatin North 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%)	Learning Support	11 to 14	10	0.75
Locations:				
Albert Gallatin North Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 13, 2017*Reason for the proposed change:* Change in teacher's roster**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	10	0.2
Locations:				
Albert Gallatin North 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%)	Learning Support	11 to 14	6	0.8
Locations:				
Albert Gallatin North Middle School	A Middle 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	11 to 15	7	0.25
Locations:				
Albert Gallatin North 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%)	Learning Support	11 to 15	12	0.75
Locations:				
Albert Gallatin North Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 13, 2017*Reason for the proposed change:* Change in teacher's caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	13 to 14	3	0.5
Locations:				
Albert Gallatin North 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	13 to 13	4	0.5
Locations:				
Albert Gallatin North Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 13, 2017*Reason for the proposed change:* Changes to the age range and caseload to reflect the current year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	12	1
Locations:				
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* December 13, 2017*Reason for the proposed change:* Changed to meet the needs of our students in that building based upon their levels of support at this time.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 16	14	0.5
Locations:				
Albert Gallatin South 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%)	Learning Support	12 to 16	6	0.5
Locations:				
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* December 13, 2017*Reason for the proposed change:* Changed to meet the needs of the students in this building based upon their levels of support needed at this time.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	15	0.5
Locations:				
Albert Gallatin South 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%)	Learning Support	11 to 15	8	0.5
Locations:				
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* Numerous general education classrooms within AG South Middle School are being moved in order to departmentalize the core subjects.

The proposed classroom (D-3) is a classroom that has been a general education social studies classroom for the past 7 years, and it is being proposed that this social studies classroom is moved to A-10, which was formerly a special education classroom. A move to this particular classroom (D-3) ensures that the special education classroom remains within the ebb and flow of the student traffic and meets all other criteria listed above.

It should be noted that this classroom (D-3) was previously a special education classroom until 7 years ago, when it was moved to the A-10 location, because the principal at that time wanted to group classrooms by grade level.

Present Class Location: A-10 at AG South Middle School*Proposed Class Location:* D-3 at AG South Middle School*Length of time class has been in present location:* 7 years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	19	0.5
Locations:				
Albert Gallatin South 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%)	Learning Support	12 to 15	2	0.5
Locations:				
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 14, 2017

Reason for the proposed change: This class was listed as a Learning Support class in error. In the Justification it was identified as LSS, which was correct. When preparing for the upcoming monitoring, the Special Education Director was matching teacher caseload verification reports with this program profile and did catch this error. This correction is to ensure that all positions are correctly listed in the program profile and are in accordance with the positions that exist in the AGASD. The age range variance still exists because this is one of 3 LSS classes in 6 elementary schools, and not all students are receiving instruction in the LSS classroom at the same time. There is flexibility within the LSS placement, with movement to the general education setting, as well as to related service provider and the other special education teachers, to ensure that the LSS students are with same-age peers to the maximum extent possible.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 11	14	1
Justification: This is 1 of 3 LSS classes within the District. The AGASD makes every effort to keep LSS students in the closest school building to their home geographically. This classroom has 2 classroom para professionals to assist the teacher in grouping students with their age-appropriate peers. Additionally, students are not all in the classroom at the same time. Students attend home room, special classes, meals and recess with their grade-level appropriate peers. Some students also attend the general education classroom for science and social studies.				
Locations:				
Masontown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 14, 2017

Reason for the proposed change: This change is being made to reflect the teacher's current roster/caseload, and the current needs of the students in her class at this time.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Life Skills Support	8 to 12	6	0.5

but More Than 20%)				
Justification: This is 1 of 3 LSS classes within the District. The AGASD makes every effort to keep LSS students in the closest school building to their home geographically. This classroom has 1 classroom paraprofessional, 2 1:1 paraprofessionals a 1:1 nurse to assist the teacher in grouping students with their age-appropriate peers. Additionally, students are not all in the classroom at the same time. Students attend home room, special classes, meals and recess with their grade-level appropriate peers. Some students also attend the general education classroom for science and social studies.				
Locations:				
Friendship Hill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 11	2	0.5
Locations:				
Friendship Hill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* This change was made to reflect the caseload and age range of the current roster.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 11	7	1
Justification: This is 1 of 3 LSS classes within the District. The AGASD makes every effort to keep LSS students in the closest school building to their home geographically. This classroom has 1 classroom paraprofessional, a 1:1 paraprofessionals and a 2 1:1 nurses to assist the teacher in grouping students with their age-appropriate peers. Additionally, students are not all in the classroom at the same time. Students attend home room, special classes, meals and recess with their grade-level appropriate peers. Some students also attend the general education classroom for science and social studies.				
Locations:				
AL Wilson Elementary	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	Emotional Support	6 to 10	4	0.5
Justification: The age variance for the students on this roster are in a regular education class room with age appropriate peers. The emotional support teacher will push in to specific classes to services these students needs.				
Locations:				

Masontown Elementary	An Elementary 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%)	Emotional Support	5 to 12	4	0.5
Justification: With a classroom paraprofessional for this class and the emotional support teacher works with students with similar age groups. The student that is 5 years of age does have a 1:1 paraprofessional and is is grouped with age appropriate peers in the regular and emotional support services.				
Locations:				
Masontown Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	6	0.75
Locations:				
Masontown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	3	0.25
Locations:				
Masontown Elementary	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	9	0.75
Locations:				
Masontown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 10	3	0.25
Locations:				
Masontown	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
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Program Position #17*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	7 to 9	8	0.75
Locations:				
Plava Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	5	0.25
Locations:				
Plava Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017

Reason for the proposed change: The new curriculum materials require additional computers and the previous room was not wired for additional computers. The new room will accommodate the additional computers required for the new curriculum materials.

Present Class Location: B-217*Proposed Class Location:* B-207*Length of time class has been in present location:* at least 15 years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	6	0.75
Locations:				
Plava Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	3	0.25
Locations:				
Plava Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* The elementary school which currently holds this class has been closed by a vote of our School Board, which caused a need to move this class to another building.*Present Class Location:* D. Ferd Swaney Elementary Room 133*Proposed Class Location:* Masontown Elementary Room 115*Length of time class has been in present location:* 8 years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	4	0.5
Justification: This is the only Autistic Support class within the District due to the historically small number of students who require full-time AS. This classroom has 2 classroom paraprofessionals to assist the teacher in grouping students with their age-appropriate peers. Additionally, students are not all in the classroom at the same time. Students attend home room, special classes, meals and recess with their grade-level appropriate peers. One student currently has a modified school day and another is temporarily receiving homebound instruction for medical concerns. At most times, the student to staff ratio is 1:1, ensuring that each student is receiving a maximum amount of individualized instruction support.				
Locations:				
Masontown 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%)	Autistic Support	7 to 11	2	0.5
Justification: In this setting, the students do have a 1:1 paraprofessional with them when they transition to other classroom settings with age appropriate peers. For instruction and activities, they are grouped with age appropriate peers in the autistic support room or in regular education classroom environment.				
Locations:				
Masontown Elementary	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	Learning Support	9 to 11	9	0.25
Justification: Classload/Ages updated				
Locations:				
AL Wilson 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
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.75
Justification: Classload/Ages updated				
Locations:				
AL Wilson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 14, 2017*Reason for the proposed change:* Changes in teacher's roster/caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	4	0.25
Locations:				
AL Wilson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	6	0.75
Locations:				
AL Wilson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 14, 2017*Reason for the proposed change:* Changes on this revision reflect changes on this teacher's roster/caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	9	0.75
Locations:				
Smithfield 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 10	4	0.25
Justification: Although the age range on this teacher's roster/caseload is greater than 3, the student who is outside the age range (the 6-year old) is Itinerant and does attend a special education class with students who would be on the high end of the age range variance. In fact, the 6-year old student is fully included in the general education setting.				
Locations:				
Smithfield Elementary	An Elementary School	A building in which General		

School	Building	Education programs are operated		
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Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 14, 2017

Reason for the proposed change: The change is being made to reflect the teacher's caseload/roster at this time and also to reflect the needs of the students who are currently on her roster.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	11	0.75
Justification: Although this teacher has students on her caseload/roster who are outside the age range, the students are not in a classroom together at the same time. The students are itinerant students who are educated in the general education setting with their same age peers and are not in classrooms with students who exceed the maximum age range.				
Locations:				
Friendship Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 9	1	0.25
Locations:				
Friendship Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 14, 2017

Reason for the proposed change: The change is being made to reflect the teacher's current caseload/roster and the needs of the students who are on her roster at this time.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 12	7	1
Justification: Although this teacher does have students on her roster who exceed the age range, the students are not in a classroom with students outside the age range. The students are itinerant students who are being educated in the general education setting with same age peers and not in a classroom with students who exceed the 3 year age range.				
Locations:				
Friendship Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 13, 2017

Reason for the proposed change: Class roster/Locations/Age range update.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	44	0.8
Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.				
Locations:				
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 21	6	0.2
Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.				
Locations:				
Fayette County Career and Technical Institute	A Senior High 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	Speech and Language Support	11 to 15	12	0.2
Locations:				
Albert Gallatin South 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	5 to 12	23	0.4
Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.				
Locations:				
Masontown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	24	0.4
Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.				
Locations:				

Friendship Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #7*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	11 to 15	11	0.3
Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.				
Locations:				
Albert Gallatin North 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	5 to 11	27	0.5
Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.				
Locations:				
Plava Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	2	0.1
Justification: This speech teacher works with the students on an individual basis.				
Locations:				
New Directions	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 12	1	0.1
Locations:				
New Directions	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 14, 2017

Reason for the proposed change: Updated the location since D. Ferd Swaney elementary had closed. One student on her caseload is at the high school and the teacher also provides services at AL Wilson for speech. Updated Caseload/Age for this teacher.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	40	0.9
Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.				
Locations:				
AL Wilson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 14	1	0.1
Locations:				
Albert Gallatin Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #9

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	11 to 15	13	0.2
Locations:				
Albert Gallatin South 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	5 to 11	17	0.28
Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.				
Locations:				
Friendship Hill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 20	13	0.2
Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.				
Locations:				
Albert Gallatin Area	A Senior High School	A building in which General Education		

Senior High School	Building	programs are operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	20	0.32
Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.				
Locations:				
Masontown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* To be in the Ebb & Flow of the building - Consulted with BSE Adviser regarding this classroom move.*Present Class Location:* Room T3*Proposed Class Location:* Room 103*Length of time class has been in present location:* 12+ Years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	10	0.25
Locations:				
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #42*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 14, 2017*Reason for the proposed change:* Updated caseload and age ranges.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	20	1
Locations:				
AGHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #44*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	6	0.5
Locations:				
Albert Gallatin North Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.5
Locations:				
Albert Gallatin South Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Administrators	AGASD Central Office	2
Special Education Classroom Paraprofessionals	Various Buildings	11
Guidance Counselors	All buildings	8
School nurse	Each school building	5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
3 School Psychologists	Intermediate Unit	5 Days
4 Social Workers	Intermediate Unit	5 Days
Occupational Therapist	Intermediate Unit	3 Days
Occupational Therapist	Intermediate Unit	3 Days
Physical Therapist	Intermediate Unit	3 Days
Physical Therapist	Intermediate Unit	2 Days
10 Special Education Classroom Paraprofessionals	Intermediate Unit	5 Days
2 1:1 Student Interpreters	Intermediate Unit	5 Days
5 1:1 Nurses	Outside Contractor	5 Days
10 1:1 Personal Care Assistants	Outside Contractor	5 Days
18 1:1 Instructional Aides	Intermediate Unit	5 Days

15 1:1 Instructional Aides	Intermediate Unit	5 Days
3 2:1 Instructional Aides	Intermediate Unit	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Autism Training to representatives of all district staff (topics such as characteristics, ways to effectively communicate, instructional strategies, behavioral support strategies) as evidenced by sign-in sheets and evaluation forms from Teacher In-service and Act 80 days.
Person Responsible	Special Education Director
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	5.0
# of Sessions	6
# of Participants Per Session	50
Provider	Intermediate Unit One TaC staff
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Improve staff knowledge base for communicating with students with autism to better serve students in the general education setting.
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> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

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

Behavior Support

Description	The use of Positive Behavior Support and verbal de-escalation techniques to decrease students' acting-out behavior, as evidenced by teacher sign-in sheets and teacher evaluation forms from workshops, Act 80 days and In-service day trainings.
Person Responsible	Special Education Director
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	8
# of Participants Per Session	20
Provider	Intermediate Unit One TaC consultants
Provider Type	School District
PDE Approved	No
Knowledge Gain	Verbal De-escalation techniques
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>Professional Learning Communities</p>

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional 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
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 On-site Observation

Paraprofessional

Description	1) Verbal de-escalation training; 2) CPR and AED training; 3) autism strategies; and 4) effective behavior strategies, as evidenced by sign-in sheets and evaluation forms from In-service and Act 80 days.
Person Responsible	Special Education Director
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	4
# of Participants Per Session	50
Provider	Intermediate Unit One Tac and social workers
Provider Type	IU
PDE Approved	Yes

Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<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>
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>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Related Service Personnel</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>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and</p>

	preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey
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Reading NCLB #1

Description	Research-based strategies for the teaching of reading as evidenced by teacher sign-in sheets and evaluation forms from workshops, In-service days and/or Act 80 days.
Person Responsible	Curriculum and Development Supervisor
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	116
# of Participants Per Session	25
Provider	Educational Consultants
Provider Type	For Profit Company
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<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>
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</p>

	<p>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	Series of Workshops
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</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>
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>Classroom student assessment data</p>

Transition

Description	Training for special education teachers on the topic of transition services, and how to accurately document (in the IEP) the services that are being provided by PaTTAN and/or IU 1 TaC staff as evidenced by sign-in sheets and teacher evaluation surveys.
Person Responsible	Special Education Director
Start Date	11/10/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	27
Provider	Intermediate Unit One TaC staff or PaTTAN consultant
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Effectively identify student's transition needs, and provide effective services to meet the student's transition goals, and document all needs and services appropriately on student's special education paperwork.
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> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Classified Personnel

	Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussion • File review of transition grid in student IEP's
Evaluation Methods	Participant survey

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