



Brockway Area School District

Special Education Plan for 28-day Review

According to PDE, every 3 years, each school district must develop and submit to the department a special education plan. The special education plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board and then submitted to PDE.

If you have any questions regarding the plan, please contact Mrs. Zamoski, Director of Special Education at 814-265-8517 or 814-265-8414, or jzamoski@brockway.k12.pa.us

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 150

School District Total Student Enrollment 885

Percent of Students Receiving Special Education 16.9

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Steering Committee

Name	Position/Role	Building	Email
Jeff Vizza	Superintendent	Brockway Area SD	jvizza@brockway.k12.pa.us
Jessie Zamoski	Director of Special Education	Brockway Area SD	jzamoski@brockway.k12.pa.us
Brian Mulhollan	Building Principal	Brockway Area SD	bmulhollan@brockway.k12.pa.us
Candace Patricelli	Director of Curriculum	Brockway Area SD	cpatricelli@brockway.k12.pa.us
Dana Rindosh	General Education Teacher	Brockway Area Elementary Sch	drindosh@brockway.k12.pa.us
Judy Perrin	Parent	Brockway Area Elementary Sch	jperrin@brockway.k12.pa.us
Jacqueline Manno	Board Member	Brockway Area SD	jackiemanno@gmail.com
Lauren Judge	Other	Brockway Area SD	ljudge@brockway.k12.pa.us

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

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School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

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Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

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Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

At this time, Brockway Area School district does not have any 1306 facilities within the district boundaries. If the district did host a 1306 facility, the district would follow the guidance as outlined in Section 1306 of Public-School Code. In summary, the district would ensure that all nonresident students who fall under Section 1306 be provided an appropriate educational program, including students with disabilities, to ensure FAPE. If a student with a disability is at a 1306 facility, the district would develop an IEP in accordance with IDEA regulations or a 504 Plan in accordance with Chapter 15. All necessary parties would be invited to participate in the development of the plan. If, upon review of the educational records, the district felt that the student might be eligible for special education services, the district would fulfill their Child Find Obligation by issuing a permission to evaluate to determine eligibility for services. The district would ensure consent for an initial evaluation be granted by an individual who meets the definition of a parent in IDEA regulations, a surrogate parent appointed by the host district, or a person appointed by the court to provide consent. Upon completion of the evaluation, the MDE Team would meet to determine if the student is eligible and in need of specially designed instruction. If the student is determined to be eligible for special education services, an appropriate IEP would be developed with all required parties and a NOREP would be presented. If the team determines that the student is not eligible for special education services, a NOREP would be issued followed by recommendations for success. If the student has an IEP from a previous school district, the host district would convene an IEP meeting without delay, with all necessary parties, to ensure appropriate supports and services are being provided. The district would first consider whether or not the student could satisfactorily be educated in a general education setting with supplementary aids and services. This consideration is to ensure education in the least restrictive environment. If a higher level of support is needed to meet the student's needs, the team would consider supports based on a continuum of supports.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The host district would maintain regular communication with the 1306 facility to ensure students are appropriately placed and making adequate progress. If a Child Find concern would arise, the host district would follow the procedures as outlined above to fulfill that obligation. During the process, the host district would coordinate and communicate with the district of residence to keep them informed of educational decisions. The district would ensure frequent and ongoing communication with 1306 facilities to facilitate a successful transition back to school. Through these procedures, the district has not encountered any barriers to meeting this obligation.

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Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. 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).

The District does not have facilities for incarcerated students at this time; however, if one were to be located in the District boundaries, Child Find responsibilities would be in place to locate, identify, evaluate, and if eligible, offer a free appropriate public education. In addition, consultation would be requested from IU 6 as to how to accommodate the student's needs in this setting if necessary. The district works in collaboration with outside agencies, including the Juvenile Justice System/Office of Probation of Elk/Jefferson County to identify students who may be incarcerated in out-of-district facilities. If the student currently has an IEP, the district in partnership with the local school district to ensure the student is offered FAPE. All timelines would continue to be followed per guidelines. If the student is not identified as a student with a disability, a screening process, as required under Child Find, is conducted. Should the screening indicate that the student is potentially a student with a disability, the district initiates an evaluation. If the student is identified as a student with a disability, the subsequent procedures are followed per current Pennsylvania Regulations. The County Jail notifies the appropriate school district when the student is no longer incarcerated and this information is forwarded to the home school district, which would be Brockway Area School District.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The Brockway Area School District provides a full range of special education programs and services for students identified as exceptional, either through those operated by the district or those contracted from the Riverview Intermediate Unit or other specialized programs. Programs and services are provided at no cost to parents and are individualized to meet the educational, behavioral and emotional needs of each student. A variety of related services and itinerant programs are also available within the district, including psychological services, physical and occupational therapy, vision and hearing support, school health services, and social work services. More specialized programs are available outside of the district. Placement options are considered as part of and IEP Team and decisions are made on an individual basis ensuring all students are educated in the most appropriate and least restrictive environment to meet their individual needs. First and foremost, the district always considers education in the general education classroom with the use of supplementary aids and services before looking at a more restrictive placement option. The district utilizes and has access to the Supplementary Aids and Services Toolkit. Programs operated within the district include: Learning support, Speech and language support, Hearing support (provided by the IU6), Vision support (provided by the IU6), Life skills support, Autism support and Emotional support. Notable highlights of the districts data reveal that the 78.8% of our students receiving special education are educated in the regular education environment 80% or more of their day. This inclusion model has been successful though ongoing trainings and coaching pertaining to co-teaching methods, special education trainings highlighting the importance of LRE, sharing the scaffolded curriculum map with all K-12 teachers and frequent consultation and communication between the special education staff and general education staff about ways to support the unique learning needs of all students. The district is under the state average in the total number of students receiving special education, and student's participating in the in the general education classroom for 40% or less. Although the district has a small number of students (less than 10), enrolled in other settings, we are slightly above the state average and will continue to rely on multiple sources of data prior to making placement recommendations to ensure students are educated in the most appropriate and least restrictive environment.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

Brockway Area School District utilizes a variety of assessment tools and programs to monitor student progress. We have district-wide benchmark assessments and provide after-school tutoring programs at both levels. In regard to meeting the social/emotional needs of all students, the elementary school has implemented a SEL curriculum in select grades (with future expansion), called Zones of Regulation. Both the Elementary School and High School have a dedicated SAP team. We have a full-time social worker contracted through the IU6 that services both buildings that also serves as a member of the SAP team. She works with school-based teams to help develop and implement behavior plans, data collection sheets, classroom observations and develop the SEL curriculum. We hosted a school psychologist intern over the span of a school year that provided additional assistance in providing academic and behavioral interventions to students and facilitating social skills groups. In addition, IEP's are individualized to meet the specific needs of the students in regards to academic and social/emotional concerns. The district school psychologist is also available for consultations, observations and academic and behavioral interventions, in addition to psychological assessments.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The district provides ongoing professional development in a variety of areas. Training is tailored to the needs of the students and district. More recent trainings focused on co-teaching, IEP development, Indicator 13 Training, Special Education law and regulations, and curriculum mapping to support students with varying needs. The district provides a continuum of supports and services at all levels to ensure meaningful participation of students with disabilities in the general education curriculum. The district provides PaTTAN publications to all teachers regarding topics pertaining to needs in the district. So far this year, the following handouts have been provided to support all students and staff: Special Education Overview, Visual Impairment, Concussion (TBI), and Co-Teaching. All Special Education staff has access to the Special Education Drive providing access to many valuable resources and materials created by the Director of Special Education. In regards to academic programming, the district has expanded what it offered for programming in house, as well as expanded upon co-taught and pull out classes dependent upon student needs at both levels. All special education paraprofessionals are required to obtain 20 hours per year of staff development. This is done through district-wide staff development, building level training, skill specific training, or additional conferences/training sessions offered by the IU6 specifically pertaining to paraprofessionals. The district is continually looking for ways to further educate staff and provide the necessary support to ensure meaningful participation for all students. The district is currently going through the Indicator 13 trainings and has had monthly coaching meetings with the training coordinator. In addition, students in the district have the opportunity to participate in the Goodwill Training Program. This provides them with valuable on the job experience while still in school. The transition coordinator also sets up meetings with the OVR and Early Reach Coordinator to meet with students during the school day to help connect them with outside services. The transition coordinator attends monthly meetings with the IU to stay up to date on best practices, changes, and opportunities for our students.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The IEP team uses the Supplementary Aids and Services Framework in order to follow a systematic approach to determining what individual students need in order to be able to participate in extracurricular activities. If additional concerns should arise, the district would reach out to our local Intermediate Unit.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

Brockway Area School District has a small population of students attending outside programs. The vast majority of students attending programs outside of the school district are attending Other Private Institutions. The criteria for a student to attend these programs include that the student must be a child with a disability and have an IEP. The district frequently communicates with the outside program and the family about transitioning the student back into their home school district, when appropriate, to ensure education in being delivered in the least restrictive environment. If a student in an outside placement would like to participate in district lead extracurricular activities, the district would make accommodations to allow that participation. The district continues to assist and include students and families attending programs outside of the district through the We Care Fund. This program helps with Thanksgiving, Christmas, and any other financial or academic need; such as school clothing, materials, shoes, etc. The district also coordinates with service providers that offer services for all students, and not just those with disabilities. The same accommodations would be made for those students as well. This may include

partial hospitalization programs, district lead cyber programs, or court-adjudicated placements. In summary, the district ensures that students are provided an opportunity to participate in extracurricular activities and with children without disabilities to the greatest extent possible. IEP Teams discuss and outline services and supports and document options considered to ensure students are being educated in the least restrictive environment on NOREP's. Within the district, many of our students with disabilities participate in extracurricular activities, including the FFA, clubs, athletics, band/chorus, etc. The district also makes sure that a school nurse is in attendance during field trips and school dances to allow for students with complex medical needs to attend.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

Brockway Area School District takes pride in providing services and supports for our students, staff and parents. The district has a Student Success Team, comprised of Building Principal, Director of Special Education, School Psychologist and Guidance Counselor. The responsibility of the team is to ensure appropriate education for all students. The Student Success Team operates as a pre-referral process and if a student is not making adequate progress with the supports in place, a multidisciplinary evaluation is recommended. In addition to the Student Success Team, a Student Assistance Program (SAP) is offered at both levels. The SAP team works with parents, staff, and community agencies to assist students and families access necessary services. In recent years, the district has added the addition of a social worker, now here five days a week to assist with behavioral strategies and programming, mental health needs and programming, suicide and crisis prevention and help accessing outside services. Brockway Area School District offers a full continuum of services ranging from preschool to graduation. BASD is fortunate to house the IU6 Early Intervention Classroom in our Elementary Building. We provide a range of services and supports to meet the needs of our students. We offer the following supports: life skills, autistic, learning, and emotional support as well as speech and language. We contract through the local Intermediate Unit for Vision Support, Physical Therapy, Occupational Therapy, Vision, Orientation and Mobility, and Hearing Support. We have a full-time social worker contracted through the Intermediate Unit. The district will closely monitor the needs of the students and programs offered and expand services when necessary. We continue to strive for quality programming through ongoing professional development and support to meet the needs of all of our students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story- DuBois	Other	Other Private	Private Organization	Emotional Support	1
New Story- DuBois	Other	Other Private	Private Organization	Autistic Support	2
Soaring Heights- DuBois	Other	Other Private	Private Organization	Autistic Support	3
Soaring Heights- DuBois	Other	Other Private	Private Organization	Emotional Support	1

New Story- DuBois	Other	Other Private	Private Organization	Life Skills Support	1
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Positive Behavior Support

Date of Approval

2022-05-10

Uploaded Files

Behavior Support Policy.pdf (SEE ATTACHMENT)

1. How does the district support the emotional, social needs of students with disabilities?

Brockway Area School District strongly believes in supporting the emotional, social, and behavioral needs of all of our students. The district believes that mental health needs must be addressed in order for students to engage, participate and show pride in their work. Student performance measures have validated this concept. Brockway Area School District has many supports in place to support the social/emotional needs of all students. The district has a full-time social worker that is contracted from the IU6 to provide social/emotional/and behavioral support to all students. At the Elementary level, the district has recently implemented a Social/Emotional Learning Curriculum called Zones of Regulation. The district has plans to expand this program this school year and in years to come. At both the elementary and high school, we have a SAP Team that meets regularly. We work collaboratively with outside providers and agencies to support our students and families. The district has three school counselors, two nationally certified school psychologists, a full-time social worker hosted a school psychologist intern for the span of a year. The district also has a Threat Assessment Team. The team is comprised of administrators, counselors, psychologist and SPO's. The purpose of the Threat Assessment Team is to evaluate any threat the district may receive. The district also provides training on Suicide Prevention, Trauma Training and the Active Shooter Training.

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.

Brockway Area School District has a team of individuals consisting of administrators, professional staff and support staff that are trained in the de-escalation techniques. The team is trained on Crisis Prevention Intervention on an annual basis. BASD's Positive Behavior Support Policy includes all of the required components including training of selected personnel for the use of Nonviolent Crisis Intervention (NCI/CPI), having a written policy and procedures for behavior support techniques, and procedures to follow for students requiring the use of restraints. The procedure explicitly outlines that restraints are only to be used when the student is exhibiting behaviors that are a danger to themselves or others and as a last resort, when all other interventions have been attempted. The district utilizes non-violent crisis intervention through CPI, which is supported by research-based practices. 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 techniques. The district has a Crisis Protocol in place if the behaviors would escalate to the point that additional assistance is needed. The Crisis Team Objective is to: Provide for the care, welfare, safety and security of all those involved in a crisis situation. If a student is demonstrating a behavior of concern, frequent and ongoing consultation is provided by the administration, guidance counselor, school psychologist, or social worker. If the behavior warrants additional consultation and or support, the district will request support from the IU6.

3. Describe the district positive school wide support programs.

The district has multiple staff members are trained in verbal de-escalation techniques and Nonviolent Crisis Intervention (NCI/CPI), in order to assist in defusing difficult situations. For students with IEPs, a Functional Behavioral Assessment/Positive Behavioral Support Plan will be completed, implemented or revised when: 1. (1) Whenever the IEP Team determines that a student's behavior is interfering with his/her learning or the learning of others, and (2) requires additional information to provide appropriate educational programming, 2. When a behavior violates a "code of student conduct" that results in a change of placement and is determined by the IEP team to be a manifestation of the student's disability, 3. When the school refers a student to law enforcement, 4. When a student is removed from his/her current placement as a result of weapon possession, and/or illegal drug possession/use, and/or serious bodily injury. BASD believes that positive, rather than negative, measures should be the focus of behavior support programs. The District has implemented a PBIS program district wide. The focus of the program is based on positive intervention and techniques rather than negative. Individual behavior support plans are developed and followed based on student need to promote positive behaviors. Throughout the district, several incentive programs and utilized, including Rover Bucks, Student of the Month and Great Assembly's, Rover VIP, Back Pack Program and Under My Wing. The Elementary School also promotes the "Nice Kid Award" for area restaurants for free kids' meals, Principal Prizes are provided to teachers when modeling exemplarily work and Zones of Regulation is being implemented in several grade levels with the plan for expansion. With the implementation of all of these programs, the district promotes and models' positive behaviors to help students develop intrinsic motivation, self-reflection and awareness. The district also employs two full time school police officers to ensure the safety and security of all students and staff.

4. Describe the district school-based behavior health services.

All students have to opportunity to receive school-based behavior support from the guidance counselors, school psychologist or school based social worker. If the student needs ongoing individual or group social skills, a referral will be made to the school based social worker. The social worker can help address a variety of concerns and provide strategies to students. The district works collaboratively with outside mental health and behavioral agencies to help students with the support they need. The district most recently formed a collaboration with the local hospital to provide Behavioral Health services to students via telehealth at school to help eliminate the transportation and financial barriers for many families. This counseling is provided during their school day because the school team has determined that the student missing academic instruction is necessary in order to meet their mental health needs. The school is removing the barrier of the student getting to and/or from the counseling offices by offering the opportunity at school.

5. Describe the district restraint procedure.

If the student is a danger to themselves or others, an emergency safety technique may be utilized as a last resort for safety. The district has a trained team of individuals at both levels to assist with the emergency safety technique if the student continues to present a clear danger to themselves or others and all other measures have been ineffective.

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Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

BASD does not currently have any students placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement. In addition, BASD continually monitors students receiving homebound instruction and tracks the amount of time students are on homebound. The LEA reviews eligibility and collaborates with the prescribing physician to ensure students are being educated appropriately. We have been successful in finding appropriate placements for all students in a timely manner.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU Vision	Multiple	Full-time (1.0)	12/28/2022 10:43 AM

Building Name		
Brockway Area SD		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Multiple	6 to 16
Age Range Justification		FTE %
Students are provided services individually		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU Hearing	Multiple	Full-time (1.0)	12/28/2022 10:40 AM

Building Name		
Brockway Area SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load

Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 18
Age Range Justification		FTE %
Students are provided services individually		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Extra Speech	Elementary	Part-time (0.5)	12/28/2022 10:28 AM

Building Name		
Brockway Area Elementary Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
M. Hawkins	Elementary	Full-time (1.0)	03/01/2023 11:41 AM

Building Name

Brockway Area Elementary Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Therapy is conducted in age appropriate groups		0.69

Building Name		
Brockway Area JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	14 to 14
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.5 shared position	Secondary	Part-time (0.5)	12/28/2022 10:17 AM

Building Name
Brockway Area JSHS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 17
Age Range Justification		FTE %
Students are taught in age appropriate groups. Teacher co-teachers multiple grade levels		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
D. McMeekin	Secondary	Full-time (1.0)	03/01/2023 10:56 AM

Building Name		
Brockway Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.14

Building Name	
Brockway Area JSHS	
Support Type	

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Brockway Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
C. Magnusson	Secondary	Full-time (1.0)	03/01/2023 10:44 AM

Building Name	
Brockway Area JSHS	
Support Type	
Emotional Support	

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Brockway Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
A. Matusky	Secondary	Full-time (1.0)	03/01/2023 10:44 AM

Building Name		
Brockway Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.14

Building Name		
Brockway Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
S. Rice	Elementary	Full-time (1.0)	03/01/2023 10:43 AM

Building Name		
Brockway Area Elementary Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
Students are taught in age appropriate groups. The district will address age difference in each student's IEP		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
A. Shaffer-Doan	Elementary	Full-time (1.0)	03/01/2023 10:43 AM

Building Name		
Brockway Area Elementary Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
Students are taught in age appropriate groups.		0.25

Building Name		
Brockway Area Elementary Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 12
Age Range Justification		FTE %
Students are taught in age appropriate groups.		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
J. Inzana	Elementary	Full-time (1.0)	03/01/2023 10:45 AM

Building Name		
Brockway Area Elementary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.22

Building Name	
Brockway Area Elementary Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	6

Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
B. Brumberg	Elementary	Full-time (1.0)	03/01/2023 10:45 AM

Building Name		
Brockway Area Elementary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.24

Building Name		
Brockway Area Elementary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range

School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
S. Hynds	Elementary	Full-time (1.0)	03/01/2023 10:55 AM

Building Name		
Brockway Area Elementary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.12

Building Name		
Brockway Area Elementary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8

Age Range Justification	FTE %
	0.15

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Special Education Facilities

Building Name		Room #
Brockway Area Elementary Sch		126
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 34 feet, 0 inches	816sqft	29
Implementation Date		
2022-12-13		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Brockway Area Elementary Sch		205
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		

2022-12-13
Uploaded Files

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Brockway Area Elementary Sch		109
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 31 feet, 0 inches	837sqft	29
Implementation Date		
2022-12-13		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Brockway Area Elementary Sch		96
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 39 feet, 0 inches	858sqft	30
Implementation Date		
2022-12-13		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name	Room #
Brockway Area Elementary Sch	200
School Building	Building Description

Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 29 feet, 0 inches	696sqft	24
Implementation Date		
2022-12-13		
Uploaded Files		

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Brockway Area Elementary Sch		210
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 34 feet, 0 inches	816sqft	29
Implementation Date		
2022-12-13		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Brockway Area Elementary Sch		121
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 28 feet, 0 inches	392sqft	14
Implementation Date		
2022-12-13		
Uploaded Files		

7 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Brockway Area JSHS		109
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2022-12-13		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Brockway Area JSHS		304
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

18 feet, 0 inches x 24 feet, 0 inches	432sqft	15
Implementation Date		
2022-12-13		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Brockway Area JSHS		300
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 24 feet, 0 inches	432sqft	15
Implementation Date		
2022-12-13		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Brockway Area JSHS		213
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 45 feet, 0 inches	990sqft	35
Implementation Date		
2022-12-13		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Brockway Area Elementary Sch		118
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 16 feet, 0 inches	192sqft	6
Implementation Date		
2022-12-14		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

13Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	4.5	Elementary	District
School Psychologist	1	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District
Social Worker	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Other	1	District Wide	Contractor
Other	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism awareness and enhancing communication across environments			
Lead Person/Position		Year of Training 2026	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
On-Site Coaching/Classroom Support			
Lead Person/Position		Year of Training 2023	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	up to 10	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Effective Reinforcements to support positive behaviors			
Lead Person/Position		Year of Training 2024-2025	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators General Education Teachers

			Parents
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Description of Training			
Student Services Overview- New Staff			
Lead Person/Position		Year of Training 2023-2026	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Crisis Prevention Institute (CPI/NCI)- Verbal and Physical De-Escalation Training			
Lead Person/Position		Year of Training 2023-2026	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
6-12	1-2	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
Trauma Training	
Lead Person/Position	Year of Training 2023-2026
School Psychologist	

Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Zones of Regulation			
Lead Person/Position		Year of Training 2023	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	up to 10	District Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
Classroom Management			
Lead Person/Position		Year of Training 2024	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training
Paraprofessional Training Courses- Individualized to Student Needs

Lead Person/Position		Year of Training 2023-2026	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	up to 20	District Intermediate Unit PaTTAN	Paraprofessionals

Transition

Description of Training			
Indicator 13/Transition Planning			
Lead Person/Position		Year of Training 2023	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	17	Intermediate Unit PaTTAN	Special Education Teachers

Description of Training			
Transition Agencies Overview- Relevant to Brockway			
Lead Person/Position		Year of Training 2024	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit Other	Parents Special Education Teachers

Description of Training

Transition Training- Relevant to Brockway needs			
Lead Person/Position		Year of Training 2025-2026	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	General Education Teachers Parents Special Education Teachers

Science of Literacy

Description of Training			
Curriculum Mapping			
Lead Person/Position		Year of Training 2023	
Building Principal			
Hours Per Training	Number of Sessions	Provider	Audience
1-3	1-3	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Literacy Training: Overview of the 5 Big Ideas, aligned to the Science of Reading			
Lead Person/Position		Year of Training 2024	
Building Principal			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Parents

Description of Training

STAR Reading: Interpretation of Data			
Lead Person/Position		Year of Training 2025	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Literacy Training: Overview			
Lead Person/Position		Year of Training 2024-2026	
Building Principal			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Literacy: Resources for Parents and Activities to do at Home			
Lead Person/Position		Year of Training 2023	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Parents

Description of Training			
Ways to Enhance Communication Across Environments and Assistive Technology			
Lead Person/Position		Year of Training 2024	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Parents

Description of Training			
Parent Needs Assessment to determine future needs/trainings			
Lead Person/Position		Year of Training 2023	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Parent Training Relevant to Needs Assessment			
Lead Person/Position		Year of Training 2024	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Parents

Description of Training			
Parent Training (Topic TBD)			
Lead Person/Position		Year of Training 2025	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience

1	1	District Intermediate Unit	Parents
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Description of Training			
Parent Training (Topic TBD)			
Lead Person/Position		Year of Training 2026	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Parents

IEP Development

Description of Training			
Indicator 13 Training/Transition			
Lead Person/Position		Year of Training 2023	
IU6			
Hours Per Training	Number of Sessions	Provider	Audience
1	17	Intermediate Unit PaTTAN	Special Education Teachers

Description of Training			
Supplementary Aids and Services			
Lead Person/Position		Year of Training 2023	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience

1	1	PaTTAN	General Education Teachers Special Education Teachers
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Description of Training			
General IEP Expectations/Overview of Best Practices			
Lead Person/Position		Year of Training 2023-2026	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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.

Superintendent/Chief Executive Officer

Date

DRAFT