Rockwood Area SD

Special Education Plan

07/01/2021 - 06/30/2024

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 81
Total Student Enrollment 642
Percent of Special Education Students 12.6

Steering Committee

Name	Position/Role	Building	Email
Mary Gosnell	Director of Special Education	Rockwood Area SD	mgosnell@rockwoodschools.org
Mark Bower	Superintendent	Rockwood Area SD	mbower@rockwoodschools.org
Jonathan Hale	Building Principal	Rockwood Area El Sch	jhale@rockwoodschools.org
Misty Demchak	Building Principal	Rockwood Area JSHS	mdemchak@rockwoodschools.org
Jenna Wintersteen	Special Education Teacher	Rockwood Area El Sch	jwintersteen@rockwoodschools.org
Cassie Ohler	Special Education Teacher	Rockwood Area JSHS	cohler@rockwoodschools.org
Roni Langley	General Education Teacher	Rockwood Area JSHS	rlangley@rockwoodschools.org
Kathleen Miller	General Education Teacher	Rockwood Area JSHS	kmiller@rockwoodschools.org
Ashley Baker	Board Member	Rockwood Area SD	AshleyCh05@aol.com
Loretta Hostetler	Parent	Rockwood Area El Sch	chris7hoss@verizon.com
Megan Hetrick	School Psychologist	Rockwood Area SD	mehetrick@rockwoodschools.org

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.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

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

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

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.)
   Under Section 1306 of the Pennsylvania School Code, the host school district (where the facility is located), is responsible for providing the educational program for students, including students with disabilities, who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs in accordance with the Individuals with Disabilities Education Act and for "qualified handicapped students" with Service Agreements in accordance with the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district's public schools. If through the IEP or Service Agreement process, the host district and parent determine that an alternative educational setting will more appropriately address the student's educational needs, the host school district is responsible for providing the student with a free and appropriate public education and any needed special services consistent with 22 PA Code Chapter 13 and the IDEA or with the 22 PA Code Chapter 15 and 504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding IEP goals, specially designed instruction, and educational placement for each student through the IEP team process. The host district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and as often as report cards are issued. The host district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress. Similarly, the host district is responsible for conferring or meeting with the parents and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15.   In addition to ensuring that an appropriate educational program is provided, the host district has Child Find obligations for children thought to be eligible for special education services and/or accommodations within the host district's jurisdiction. The responsibility includes locating and evaluating all Section 13-6 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
   The resident school district, where the student's parent(s) resides, has a financial obligation, a duty to cooperate regarding the transfer of records, and a role in student monitoring and educational planning. The host district is responsible for maintaining contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student as well as plans for transitioning the student back to the resident district.   The Rockwood School District has and will continue to meet its obligations under Section 1306. As the district of residence, all assurances are made to participate in discharge planning meetings to ensure a successful transition back into the District.

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).
   Rockwood Area School District ensures that incarcerated youth receive free appropriate public education (FAPE) services through a contractual agreement with Appalachia Intermediate Unit 08. Currently, the District does not have any identified students incarcerated. However, if an identified student would be incarcerated, IU 08 staff would be notified and appropriate services would be provided. The District would participate in the Special Education process including the IEP and NOREP development.   The student would be tracked through the PIMS/PennData system.

Least Restrictive Environment

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

   The Rockwood Area School District's focus is always on the Least Restrictive Environment when determining student eligibility and placements. Thorough evaluations are conducted when determining eligibility for special education services. The majority of students identified are fully included in the general education classroom with co-teaching and inclusion practices in place to support the needs of students. The District continues to monitor the number of students identified with a Speech and Language disability as it is often an area with a higher number of students as compared to the State. The District implemented the Multi-tiered System of Supports (MTSS) to address the increase in concerns for students in need of additional Speech and Language support. During the initial implementation, the primary focus was on reading interventions for students in grades K-3. Speech and language services focused only on Kindergarten students. More recently, we have introduced integrated push-in lessons targeting students in all grades as appropriate. As we move forward in developing the program, we have begun to target speech interventions in small group and individual lessons as well as continue push-in whole group lessons in all of our primary grades in an attempt to correct minimal speech sound errors.   When the team has determined the supports provided through MTSS are not closing the gap for a student, or a parent requests an evaluation, the Speech and Language Therapist and/or the School Psychologist completes an evaluation to determine eligibility for Special Education Services. A complete evaluation is conducted utilizing appropriate assessments and protocols necessary for determining the student's strengths and needs. For students found eligible for special education services in the category of Speech and Language, new research is showing effective results with simple drills and practice for students with only 1-2 articulation errors. The recent implementation of "Speedy Speech" is proving to provide students the supports needed to correct speech errors more quickly, resulting in less time out of the general education classroom. For example, instead of a student receiving a thirty-minute pull-out session, the Speech therapist can do three ten-minute drill sessions with a student. Ensuring students are in the Least Restrictive Environment has always been and will continue to be the primary goal of the District. In addition to Speech and Language, the percentage of students in the Supplemental category is higher than the State's average as well. However, this accounts for the majority of our students with Intellectual Disabilities who are in need of a Functional Life Skills Program. In the past, these students may have fallen in the full-time category. Students are included with the regular education students in a variety of regular educational settings while maintaining educational benefits. It is also important for the students to have opportunities that allow social interactions with their same-age peers. These experiences allow all students to be included in the general education environment to the maximum extent possible.

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?

   The Rockwood School District has implemented MTSS practices to address the academic needs of students in the Primary grades (K-3). Though the upper grades do not follow the MTSS approach, intervention supports are in place in grades 4-12. Tutoring times are provided throughout the day and after school. Additionally, teachers were provided training in a multimodal approach to teaching and learning, and methods for adapting and modifying curriculum based on individual student data. In addition to the direct teaching supports, all students have been issued a Chromebook. The Chromebooks have the ability to accommodate a variety of individual needs. For example, students who struggle with reading can utilize an app that will read the text to them. This not only supports their reading needs but also helps develop student independence. To accommodate students in need of social/emotional supports, the District's Student Assistance Program (SAP) teams evaluate individual referrals to determine the most appropriate supports. Along with the variety of staff members, the District contracts a Mental Health Counselor two days a week, and starting in the 2021-2022 school year, hired a full-time K-12 School Social Worker. The School Counselors and the School Social Worker work cooperatively to conduct student activities such as small group learning

sessions, as well as 1:1 learning sessions when appropriate, to support social interactions. The Mental Health Counselor provides individual and family counseling.

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 continues to provide professional training and in-service activities to support the most recent practices for inclusion and co-teaching supports to ensure meaningful participation in the general education setting. While the District's major focus has been on these inclusionary practices, additional supplementary aids and services such as curriculum adaptations and modifications are also implemented based on individual student needs. Ongoing training is provided to enhance the educational benefit for all students. Personal Care Aides and general classroom aides are also utilized to assist students in the general education classrooms. Further, as technology is coming to the forefront in education, every student in the District has been provided a Chromebook. Teachers, staff, students, and parents participated in training opportunities to maximize the efficiency of the devices. These trainings are ongoing as new technology becomes available. In the general education setting, Chromebooks are utilized to enhance teaching practices on a daily basis. For students with special education needs, the Chromebooks have proven to be a valuable tool in providing equal access. Students have a variety of applications available to them on the Chromebooks that align with the Specially Designed Instructions (SDIs) that are outlined in the IEP. Some of the common apps are text to speech (reads text aloud), speech to text (program types as a student speaks), and spell-check. The Chromebooks also provide a platform for accessing digital versions of textbooks with read allow capabilities. Continued efforts to maximize the educational benefits for all students is a priority for the District. In addition to staff training, ongoing student and parent trainings are provided on best practices for appropriately utilizing Chromebooks to maximize the educational opportunities for all students. Many of these training sessions have been recorded and posted on individual teacher's Google classroom page and/or the District's website.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

   All Supplementary Aides and Services provided to a student are determined by the IEP team, including parents, on an individual basis. The District implements practices to ensure all students are afforded the opportunity to participate in extra-curricular activities, including those with disabilities. Services provided to the student during the school day may also be extended in order for students to have the supports needed to participate in extra-curricular activities. Behavior plans are followed as appropriate, as well as the need for a Personal Care Assistant (PCA). A student may be provided modified or adapted requirements and/or equipment, and/or specialized transportation, and/or additional practice or support necessary for participation.

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?

   The District is committed to ensuring all students, including those placed in private institutions have the opportunity to be educated with non-disabled peers to the maximum extent possible as well as to participate in extracurricular activities. The LEA participates in all IEP meetings where programs and services are discussed, including extracurricular activities. Efforts are made to ensure students are afforded the opportunity to participate in the general education curriculum as well as extra-curricular activities when appropriate.

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)

   As the District continues with the Multi-tiered system of support (MTSS) practices in the primary grades, there is a need to expand the program into other grade levels and targeted subject areas. The current focus has been on reading in grades K-3. The District is seeing a need for implementing a more structured system for data collection in the middle school grades as well. Additionally, supports in Mathematics could provide needed interventions for

struggling students. This data is a key component when conducting evaluations to determine eligibility for special education services. At the start of the 2021-22 school year, the District employed two Ameri-Corp workers in the Elementary. The primary focus of these new positions is to provide interventions to struggling students. Tutoring schedules were created throughout the school day and an after-school program was implemented. The Ameri-Corp employees are through a two-year program. At the end of the two-year program, the District will evaluate the effectiveness of the program based on student data and determine future programming needs. Additionally, throughout the two years, data will be routinely collected and reviewed to determine if additional services may be needed for individual students. In addition to the Ameri-Corp positions, the District hired a full-time social worker to assist in addressing social/emotional, and behavioral concerns. In previous years, the District contracted Social Work services through the Intermediate Unit 8 two to three days a week. However, with an increase in student/family needs, the District felt taking over the position full-time would be more beneficial to students and families.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Pressley Ridge Day School	Other		Pressley Ridge/Greater Johnstown Career and Technical School	Emotional Support	2
Somerset Area High School	Public School		Somerset Area School District		1

Positive Behavior Support

Date of Approval
2021-04-20

Uploaded Files
BoardDocs® PL.pdf

1. How does the district support the emotional, social needs of students with disabilities?
   The Rockwood Area School District employs Positive Behavior Supports as the primary method of addressing problem behaviors as we recognize positive interactions bring about desired results more effectively than negative consequences. It is within these efforts that the district benefits from the skills of many highly trained individuals including the District's Guidance Counselors, School Psychologist, Emotional and Autistic Support staff members, Superintendent, Principals, Supervisor of Special Education, and a newly hired full-time Social Work for the start of the 2021-22 school year. Furthermore, in addition to the Nonviolent Crisis Intervention Program provided by the IU8, the District maintains trained K-12 Student Assistance Team (SAP) personnel, a SAP liaison and a contracted Mental Health counselor. The many collaborative efforts of these individuals serve to focus on prevention rather than reaction, noting that it is a much more effective and positive endeavor to identify preventative methods to bring about positive behavioral results than functioning in a response to inappropriate behavior after it occurs. In conjunction with the SAP team, the District implemented a Child and Adolescent Trauma (CAT) team in the 2020-2021 school year. In response to the State's initiative, professional development was provided to all District staff members. A referral process was developed as well as a universal screener to assist with identifying students and determining appropriate treatment if necessary.

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.
   The Rockwood Area School District provides a variety of training opportunities to staff regularly. Within the course of this plan, the District will work the Intermediate Unit 8 to provide Nonviolent Crisis Intervention Strategies (NCIS), the de-escalation training for the newly hired staff members, as well as a refresher course for those who have had the training the past. Additionally, the School Psychologist, School Counselors, and School Social Worker, along with Intermediate Unit 8 (IU08) representatives continue to facilitate training and disseminate literature and web-based resources related to positive behavior supports.

3. Describe the district positive school wide support programs.
   Positive behavioral functioning is monitored and rewarded through various incentive programs that are offered throughout the school year; some of which include, but are not limited to, school amusement park trips, school-day special events, tangible rewards, reward programs such as movie days, talent shows and a Junior High Fun Night. The Elementary has a school-wide "Bucket Filler" program where teachers and adult staff members can present students with a positive "citation" when they are found to be doing something positive, such as helping someone in need or improving on their own areas of need. When a student is awarded a citation, they earn a bead for their grade-level bucket. At the end of each nine-week marking period, the beads in each bucket are counted and the rewards are presented according to how many beads are in each bucket. All grade levels earn a reward; however, the grade

with the most beads wins. The winning grade level earns a special party. In addition to these reoccurring events, the District provides yearly assembly programs with guest speakers or presenters who encourage positive behaviors.

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

The district employs the skills of many highly trained individuals including the District's Guidance Counselors, School Psychologist, Emotional and Autistic Support staff members, Superintendent, Principals, Supervisor of Special Education, and a newly-hired K-12 School Social Worker. In addition to District employed personnel, the District also contracts a Mental Health Counselor two days per week throughout the school year and as needed during the summer months.

5. Describe the district restraint procedure.

Rockwood Area School District's Positive Behavioral Support Policy clearly stipulates that positive rather than negative measures form the basis of behavior support programming in recognition that positive research-based techniques foster the development of appropriate behavioral functioning. This policy clearly outlines that aversive techniques serve no purpose but to demean rather than support positive behavioral functioning. Also contained in the policy is the stipulation that restraints can only be used to "control acute or episodic aggressive behavior when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective." In the event that a student's IEP would include the use of restraints, the description of this process would be in accordance with the Rockwood Area School District's Positive Behavior Support (PBS) Policy which states that any type of behavioral intervention should be of the least intrusive necessary as stated above. The policy focuses on positive behavioral programming as the basis for behavior support interventions and must include a variety of research-based methods which emphasize positive, rather than aversive techniques. Positive Behavior Support Plans (PBSP)identify socially acceptable alternative skills for the purpose of instruction and, if necessitated, would indicate relevant and specific use of restraints as warranted and in accordance with required regulatory components. The Rockwood Area School District has a team of trained K-12 individuals who have received Nonviolent Crisis Intervention Strategies (NCIS) and serve on an "on-call" basis should an immediate need be presented which requires de-escalation behavioral techniques and/or emergency response. School staff has been trained regarding verbal de-escalation techniques and noninvasive ways to remedy potentially volatile behavioral situations. The School Administrators take part in recertification NCIS training. In the event that an IEP and PBSP would stipulate the use of restraints, they would also include a goal for how to eliminate the use of restraints and implement a goal for developing positive and independent behavioral functioning. The Rockwood Area School District abides by the law and regulatory components, as stipulated in our school board-approved policy, regarding prone restraints which are clearly prohibited and never used. In the event that a student would be referred to law enforcement, an IEP meeting would be held, a Functional Behavioral Assessment (FBA) would be either developed or reviewed, and a PBSP developed or revised by the IEP team as indicated. It should also be noted that the District has not had any restraints in the past 7 years.

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.

Currently, the District does not have any students who are in need of receiving Instruction Conducted in the Home or waiting for an appropriate educational placement. However, the District continues to maintain partnerships with neighboring schools to match hard to place students with programs necessary to provide education benefit. The District continues to consult with the Intermediate Unit 8 to assist with program placements and /or to provide the supports necessary to meet low incidence student needs. The District also continues a working relationship with the Children's Aid Home Partial Program and Day Treatment Program in Somerset, Children's Behavioral Health Partial Program in Somerset, New Directions Partial Program in Uniontown, and Pressley Ridge Day School in Johnstown. Additionally, students with health concerns that prevent them from attending in-person learning have been able to utilize the District's online platform to access live classes with regular and special education teachers necessary for ensuring FAPE.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EL LSS	Elementary	Full-time (1.0)	04/01/2022 03:08 PM

Building Name		
Rockwood Area El 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%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.15

Building Name		
Rockwood Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.08

Building Name
Rockwood Area El 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%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 12
Age Range Justification		**FTE %**
		0.15

Building Name		
Rockwood Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 12
Age Range Justification		**FTE %**
		0.08

Building Name		
Rockwood Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**

	0.05	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLS	Elementary	Full-time (1.0)	04/01/2022 03:08 PM

Building Name		
Rockwood Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
Therapy sessions are provided within the appropriate age ranges		0.43

Building Name		
Rockwood Area JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	12 to 21
Age Range Justification		**FTE %**
Therapy sessions are provided within the appropriate age ranges		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EL 2	Elementary	Full-time (1.0)	04/01/2022 03:29 PM

Building Name		
Rockwood Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.06

Building Name		
Rockwood Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.05

Building Name		
Rockwood Area El 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	8 to 10
Age Range Justification		**FTE %**
		0.22

Building Name		
Rockwood Area El Sch		
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	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EL 1	Elementary	Full-time (1.0)	04/01/2022 03:29 PM

Building Name
Rockwood Area El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 13
Age Range Justification		**FTE %**
		0.16

Building Name		
Rockwood Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 12
Age Range Justification		**FTE %**
		0.05

Building Name		
Rockwood Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**

	0.17

Building Name		
Rockwood Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.12

Building Name		
Rockwood Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 12
Age Range Justification		**FTE %**
		0.08

Building Name	
Rockwood Area El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	**Case Load**

Supplemental (Less Than 80% but More Than 20%)	1	
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 12
Age Range Justification		**FTE %**
		0.12

Building Name		
Rockwood Area El 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	5 to 8
Age Range Justification		**FTE %**
		0.02

Building Name		
Rockwood Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.05

Building Name
Rockwood Area El 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	9 to 12
Age Range Justification		**FTE %**
		0.02

Building Name		
Rockwood Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 12
Age Range Justification		**FTE %**
		0.05

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
HS LSS	Secondary	Full-time (1.0)	04/01/2022 03:29 PM

Building Name	
Rockwood 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%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 16
Age Range Justification		**FTE %**
		0.4

Building Name		
Rockwood Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 16
Age Range Justification		**FTE %**
		0.07

Building Name		
Rockwood 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%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 21
Age Range Justification		**FTE %**
		0.2

Building Name

Rockwood Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 21
Age Range Justification		**FTE %**
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 2	Secondary	Full-time (1.0)	04/01/2022 03:27 PM

Building Name		
Rockwood Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 16
Age Range Justification		**FTE %**
		0.3

Building Name	
Rockwood Area JSHS	
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	Secondary	12 to 16
Age Range Justification		**FTE %**
		0.15

Building Name		
Rockwood Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 21
Age Range Justification		**FTE %**
		0.2

Building Name		
Rockwood Area JSHS		
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	Secondary	17 to 21
Age Range Justification		**FTE %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 1	Secondary	Full-time (1.0)	04/01/2022 03:29 PM

Building Name		
Rockwood Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 16
Age Range Justification		**FTE %**
		0.3

Building Name		
Rockwood Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 21
Age Range Justification		**FTE %**
		0.16

Building Name		
Rockwood Area JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 16
Age Range Justification		**FTE %**
		0.17

Building Name		
Rockwood Area JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 16
Age Range Justification		**FTE %**
		0.12

Building Name		
Rockwood Area JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	17 to 21
Age Range Justification		**FTE %**
		0.17

Building Name		
Rockwood Area JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 21
Age Range Justification		**FTE %**
		0.12

Building Name		
Rockwood Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 16
Age Range Justification		**FTE %**
		0.04

Building Name
Rockwood Area JSHS
Support Type
Emotional Support
Support Sub-Type

Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 16
Age Range Justification		**FTE %**
		0.05

Building Name		
Rockwood Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 21
Age Range Justification		**FTE %**
		0.04

Building Name		
Rockwood Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 21
Age Range Justification		**FTE %**
		0.05

Special Education Facilities

Building Name		Room #
Rockwood Area El Sch		14
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
31 feet, 0 inches x 14 feet, 0 inches	434sqft	15
Implementation Date		
2021-09-15		
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 #
Rockwood Area El Sch		25
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
18 feet, 0 inches x 29 feet, 0 inches	522sqft	18
Implementation Date		
2021-09-15		
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 #	
Rockwood Area El Sch		27	
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 29 feet, 0 inches	783sqft	27	
Implementation Date			
2021-09-15			
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 #
Rockwood Area El Sch		33
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
23 feet, 0 inches x 9 feet, 0 inches	207sqft	7
Implementation Date		
2021-09-15		
Uploaded Files		

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 #
Rockwood Area JSHS		123
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 30 feet, 0 inches	660sqft	23
Implementation Date		
2021-09-15		
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 #	
Rockwood Area JSHS		126	
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 30 feet, 0 inches	660sqft	23	
Implementation Date			
2021-09-15			
Uploaded Files			

6Assurance 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 #	
Rockwood Area JSHS		124	
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**	
23 feet, 0 inches x 29 feet, 0 inches	667sqft	23	
Implementation Date			
2021-09-15			
Uploaded Files			

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

8Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	.75	District Wide	District
School Psychologist	1.0	District Wide	District
Social Worker	.40	District Wide	District
Physical Therapist	.01	District Wide	Contractor
Occupational Therapist	.01	District Wide	Contractor
Paraprofessionals	1.0	Secondary	Contractor
Paraprofessionals	1.0	Elementary	Contractor
Paraprofessionals	.70	Elementary	District
Paraprofessionals	.70	Elementary	District
Paraprofessionals	.70	Secondary	District
Paraprofessionals	.70	Secondary	District
Other	.01	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Autistic Support/Emotional Support Network			
Lead Person/Position		**Year of Training**	
Mark DeRubeis/IU8 Consultant		2021-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers

Description of Training			
Sensory and Behavioral Supports for Students on the Autism Spectrum			
Lead Person/Position			**Year of Training**
Susan Clark/School Social Worker; Megan Hetrick/School Psychologist; Occupational Therapists-CAMCO; IU8 Consultants			2021-2024
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District Intermediate Unit Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training	
Positive Behavioral Interventions and Supports	
Lead Person/Position	**Year of Training**

Susan Clark/School Social Worker; Brandi Wedge and PJ Opfar/School Guidance Counselor(s)		2021-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
School Wide Positive Behavioral Support Program Refresher/Updates			
Lead Person/Position		**Year of Training**	
Brandi Wedge/School Guidance Counselor; Jonathan Hale/Elementary Principal		2021-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Physical Intervention Techniques Refresher Course			
Lead Person/Position		**Year of Training**	
Misty Demchak/HS Principal		2021-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	3	District Intermediate Unit	Building Administrators Special Education Teachers

Paraprofessional

Description of Training

ParaEducator Suite Online Courses			
Lead Person/Position		**Year of Training**	
Mary Gosnell/Supervisor of Special Education; Megan Hetrick/School Psychologist		2021-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
20	1/year	Intermediate Unit	Paraprofessionals

Description of Training			
CPR Recertification			
Lead Person/Position		**Year of Training**	
Amanda Custer/School Nurse/CRP Coordinator		2021-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	1/year	Other	Paraprofessionals

Transition

Description of Training			
IU08 Secondary Transition Network			
Lead Person/Position		**Year of Training**	
Cassie Ohler/Special Education Teacher		2021-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	4/year	Intermediate Unit	Special Education Teachers Other

Description of Training			
Transition Services and Supports for Adult Living			
Lead Person/Position		**Year of Training**	
Cassie Ohler/Special Education Department Chair and Dana Weimer/Life Skills Support Teacher		2021-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

1	1/year	District Other	Parents Special Education Teachers Other

Science of Literacy

Description of Training			
LETRS Training - Early Literacy Strategies			
Lead Person/Position		**Year of Training**	
Jennifer Herncane/IU8 Consultant		2021-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	2	District Intermediate Unit	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Transition Services for IEP Development to Parents			
Lead Person/Position		**Year of Training**	
Cassie Ohler/Special Education Department Chair and Dana Weimer/Life Skills Support Teacher		2021-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Parents Special Education Teachers Other

Description of Training	
Information about Special Education and Student Support Services	
Lead Person/Position	**Year of Training**

Megan Hetrick/School Psychologist; Susan Clark/School Social Worker		2021-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Parents Other

IEP Development

Description of Training			
IEP Writing and Development			
Lead Person/Position		**Year of Training**	
Megan Hetrick/School Psychologist		2021-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	3	District Intermediate Unit PaTTAN Other	Special Education Teachers

Description of Training			
Cyclical Monitoring File Review Training Update			
Lead Person/Position		**Year of Training**	
Megan Hetrick/School Psychologist, Special Education Coordinator		2021-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Special Education Teachers

Description of Training	
IEPWriter Updates - Trainings at IU	
Lead Person/Position	**Year of Training**
IU8 Consultants; IEPWriter Developers; Megan Hetrick/School Psychologist	2021-2024

Hours Per Training	Number of Sessions	Provider	Audience
3	1/year	Intermediate Unit Other	Building Administrators Special Education Teachers Other

Nonviolent Crisis Interventions

Description of Training			
School Based ACCESS Program Training - Updates to School Nurse/Federal Programs			
Lead Person/Position		Year of Training	
IU8 Consultants/PATTAN		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1/year	Intermediate Unit Other	Building Administrators 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