

Brentwood Borough SD

Special Education Plan Report

07/01/2019 - 06/30/2022

District Profile

Demographics

3601 Brownsville Rd
 Pittsburgh, PA 15227
 (412)881-2227
 Superintendent: Amy Burch
 Director of Special Education: Chris Winiarski

Planning Committee

Name	Role
Jason Olexa	Administrator : Professional Education Special Education
Barbara Pagan	Administrator : Special Education
Linda Capozzoli	Ed Specialist - School Counselor : Professional Education Special Education
Jessica Downey	Elementary School Teacher - Regular Education : Special Education
Karri Forsyth	Elementary School Teacher - Regular Education : Professional Education Special Education
Kellie Rebholz	Elementary School Teacher - Special Education : Special Education
Krista Tiglio	Elementary School Teacher - Special Education : Special Education
Dan Golvash	High School Teacher - Special Education : Professional Education Special Education
Nick Caponi	Middle School Teacher - Regular Education : Special Education
Diana Kleinhampl	Middle School Teacher - Special Education : Special Education
Chantall Fry	Parent : Special Education
Jennifer Wells	Parent : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 202

Identification Method

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

The Brentwood Borough School District provides Annual Public Notice to identify, locate and evaluate children thought to be eligible for special education and related services. The notice informs the public of the district's special education services and programs and how to request them. The notice includes information regarding potential signs of developmental delays and other risk factors that could indicate disabilities, as well as procedures to ensure confidentiality of information pertaining to students with disabilities. Annual Public Notice is published in the fall issue of the community magazine *In Brentwood Baldwin-Whitehall* which is mailed to all district households and businesses. The Annual Public Notice is also mailed to the local public library, preschools, private schools, doctor and dentist offices, and is listed on the District website.

The Brentwood Borough School District (BBSD) implements the Pennsylvania State criteria for determining the existence of a specific learning disability. The school district (1) addresses whether the child does not achieve adequately for the child's age relative to learning experiences, appropriate instruction or state approved standards, in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving, (2) examines whether the child exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade level standards, (3) determines that its findings are not primarily the result of: visual, hearing or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency, (4) ensures that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction; and repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

If a child has not made adequate academic progress after an appropriate period of time, the District requests parental consent to evaluate the child to determine if the child needs special education and related services, and conducts the evaluation within the State mandated timeframes. The determination of whether a child has a specific learning disability is made by the child's parents and a team of qualified professionals, which includes the child's regular teacher, and at least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist. The District utilizes the severe discrepancy model (ability/achievement) when determining if a student meets definitional criteria for being identified as a student with specific learning disabilities. The district uses this process to analyze student strengths and weaknesses and to determine if the student has a severe discrepancy between intellectual ability and academic achievement relative to age or grade.

Evaluation teams administer tests of intelligence to determine the student's IQ as well as norm referenced tests of academic achievement so that the discrepancy between the two measures can be appraised. The evaluation team utilizes the statistical and technical information provided by the test developers to calculate significant statistical differences (.05 probability level) between intellectual ability and actual achievement. The district further recognizes that the existence of an ability-achievement discrepancy is not sufficient to determine eligibility. The evaluation team also documents the extent to which the student's achievement is discrepant from age or grade. In Brentwood Borough School District, in order for a student to be identified as a student with specific learning disabilities, the student must not only display a significant discrepancy in pattern of scores but must also be achieving below age and grade level.

The district also assesses and documents exclusionary criteria as set forth in federal and state regulations including: vision/hearing problems, mental retardation, emotional disturbance, cultural/environmental issues, limited English proficiency, and lack of appropriate instruction by qualified personnel. If a determination is made that a child has a disability and needs specially designed instruction, an Individualized Education Plan is developed for the child within thirty calendar days of the completion of the Evaluation Report.

Enrollment

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

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

The Special Education Data Report indicates that the Brentwood Borough School District was below the state average in total percentage of students enrolled in special education with the State average being 16.9 and the District's being 15.4%. The difference may be due to the district utilizing a MTSS process to provide additional interventions and data collection before recommending that a student is tested for a disability and special education. Teachers use a universal design approach in crafting lessons that are meeting the needs of the students and developing learning that is individual in nature while meeting the needs of the PA Core Standards. In the individual categories, the district falls below the State of Average of 40.9% in the identification of students with specific learning disabilities with the district's rate being 34.4%. Conversely, the District's identification rate of students with Speech and Language Impairments (18.3%) is slightly higher than the State average of 14.5%.

The district will continue to utilize assessment measures that garner information required for all conditions set forth in each definition for each disability category. The district has reviewed identification processes and has determined that those processes are appropriate and assess students in the required domains. Scoring and interpretation of those assessment results follows the standards set forth in the technical manuals written by test developers. The district reviews this data yearly to ensure that its identification procedures are valid and reliable.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Brentwood Borough School District currently does not host any facilities or institutions in accordance with Section 1306 of the Pennsylvania School Code.

Under Section 1306 of the Pennsylvania School Code, the host school district (where 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 the host district and parent through the IEP or Service Agreement process 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 Appropriate Public Education and any needed special services consistent with 22 PA Code Chapter 14 and the IDEA or with 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 the 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 at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress. Similarly, the host school district is responsible for conferring or meeting with the family 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 school district has Child Find responsibility for children "thought-to-be" eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all Section 1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made.

The resident school district (where the student's parent(s) resides) has a financial obligation, a duty to cooperate regarding 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 and seeking the advice of the district with respect to the student.

The school district has and will continue to meet its obligations under Section 1306. There are no problems or barriers that limit the District's ability to meet its responsibilities under Section 1306 of the Public School Code.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The Brentwood Borough School District currently does not have any correctional institutions within its boundaries.

School districts, within whose boundaries a local correctional institution is located, are responsible for complying fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to: 1) comply with the “child find” obligations of IDEA; 2) utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of school-age individuals; 3) implement, timely review and/or develop Individualized Education Programs for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and 4) provide FAPE in conformity with the IEP.

Section 1309 of the School Code permits the district providing special education to charge the district of residence a special education charge not to exceed the total net cost of the special education program provided. In addition, the Department of Education performs monitoring to confirm the appropriate provision of special education to children confined in local correction institutions.

Districts in which a correction facility is located have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notice under Section 14.121. Districts send their annual public notice to the warden of each county jail or prison within their jurisdiction. Furthermore, districts in which local correction institutions are located develop a systematic, on-going means of communicating with these institutions to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, districts may obtain information from PIMS and the PennData database to determine whether school-age inmates have been previously identified as eligible for special education.

Due to the atypical nature of providing services to children with disabilities who are convicted as adults under State law and who are incarcerated in adult prisons the following requirements of IDEA do not apply: A) participation of children with disabilities in general assessments; and B) transition planning and transition services to children whose eligibility ends due to age before release from prison.

Finally, if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of least restrictive environment if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. The continued delivery of

services in a student's IEP is superseded by the duty of the local correction institution to maintain and control security. The school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

Least Restrictive Environment

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

1)

The Brentwood Borough School District ensures that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled; and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The District IEP teams adhere to the following principals when making educational placement decisions: 1) A Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP, and must be delivered in the Least Restrictive Environment as per the IEP team, 2) Students will not be removed from regular education classrooms merely because of the severity of their disabilities, 3) When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, the District will ensure that those services are provided, 4) IEP teams will determine whether the goals in the student's IEP can be implemented in regular education classrooms with supplementary aids and services before considering removal from the regular education classroom, and 5) The IEP teams will consider the full range of supplementary aids and services in regular education classrooms, based on peer-

reviewed research to the extent practicable, including modification of curriculum content, before contemplating placement in a more restrictive setting.

To determine whether a child with a disability can be educated satisfactorily in a regular education classroom with supplementary aids and services, the following factors will be considered and addressed in the IEP: 1) What efforts have been made to accommodate the child in the regular classroom and with what outcome(s), 2) What additional efforts (i.e. supplementary aids and services) in the regular classroom are possible, 3) What are the educational benefits available to the child in the regular classroom with the use of appropriate supplementary aids and services, and 4) What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the students in class, even with supplementary aids and services?

Special Education students requiring Supplemental Aids and Services are included with their non-disabled peers for all non-academic subjects and are afforded the opportunity to participate in extra-curricular activities. The Director of Special Education or another LEA representative from Brentwood attend IEP meetings and monitor the special education services of students who are receiving services in out-of-district placements. Staff communicate with out-of-district staff throughout the school year to get information regarding student progress as well as when considering the return of special education students to the school district. Special education students in out-of-district placements are welcome to attend and participate in school district extra curricular activities including clubs, sports, music, and other social activities.

SUPPLEMENTAL AIDS AND SERVICES INCLUDE:

Collaborative

- Scheduled time for team meetings
- Instructional arrangements that support collaboration, co-teaching/paraprofessionals
- Professional development on collaboration
- Coaching and guided practice for staff in the use of assistive technology

Instructional

- Modified curricular goals
- Alternative ways for students to demonstrate learning
- Test modifications
- Alternative materials and assistive technology
- Teaching functional skills within the classroom
- Alternative teaching methods and means of presentation
- Use of reader services

Physical

- Arrangement of learning environments including furniture
- Specific seating arrangements
- Individualized desks, chairs, other furniture
- Adaptive equipment
- Adjustments to sensory input, e.g. light, sound
- Environmental Aids, e.g. acoustics, heating, ventilation
- Structural Aids, e.g. wheelchair accessibility, trays, grab bars

Social/Behavioral

In lieu of providing classrooms for the emotionally disturbed, the Brentwood Borough School District provides extensive emotional support programs; within general education, within special education, and on a "pull-out" basis for general education and special education students through:

- Social Skills instruction with a mental health therapist from a contracted agency along with a partnership with Mercy Behavioral Health and Wesley Spectrum Services..
- Counseling supports with school counselors and contracted mental health therapist, who provide prevention programming along with a Full Time Art Therapist who assists all children in learning to express their emotions in a socially acceptable manner.
- Participation in the School Wide Effective Behavior Support program at both Elementary Schools. In this program, students receive rewards for showing respectful behavior to teachers and fellow students or for standing as an example of great character for others. It is built on a continuum of school-wide instructional and positive behavior support utilizing verbal praise, public posting of success, a variable reinforcement schedule and a group contingency.
- Two Guidance Counselors, employed by the Brentwood Borough School District, who counsel students at the Middle and High School level and provide guidance on a continuous, on-going basis.
- Use of the PA Cares initiative and grant funding to increase student awareness about mental health issues and how to address social stigmas.
- Use of the RENEW program and grant funding to increase student achievement and decrease drop out rates for at-risk youth.

IEP teams begin placement discussions with a consideration of the regular education classroom and the supplementary aids and services that are needed to enable a student with a disability to benefit from educational services. Benefit from educational services is measured by progress toward the

goals and objectives of the student's IEP, not by mastery of the general education curriculum, and is not limited to academic progress alone; therefore, special education placement in a more restrictive environment cannot be justified solely on the basis that the child might make greater academic progress outside the regular education environment.

For some students, the IEP team may conclude that a more specialized setting is necessary for the delivery of FAPE. An IEP team may choose a more specialized setting if: 1) The student will receive greater benefit from education in a specialized setting than in a regular class; 2) the student is so disruptive as to significantly impair the education of other students in the class; or 3) the cost of implementing a given student's IEP in the regular classroom will significantly affect other children in the LEA. If, after considering these factors, an IEP team determines that the student needs to be educated in a more specialized setting, the school is required to include the child in school programs with non-disabled children to the maximum extent appropriate. These may include but are not limited to extracurricular activities, athletics, programs, recess, lunch, homeroom, etc.

2)

The Brentwood Borough School District supports the research indicating that contact with non-disabled peers can have positive social effects both on children with disabilities and their non-disabled classmates. Additionally, education with non-disabled peers can increase learning for students with IEPs. For many, the result is that children with disabilities learn more in inclusive environments than in segregated or more specialized settings. The District also supports that the term "inclusion" implies more than physical proximity to non-disabled peers; it encompasses full participation and equality within a group, leading to a sense of belonging within the community at large.

The District replicates successful programs, evidence-based models, and other PDE sponsored initiatives to enhance and expand the continuum of supports and services and education placement options available within the District to support students with disabilities' access to the general education curriculum in the least restrictive environment.

In its commitment to educating students in the least restrictive environment, the District implements various measures to ensure that students with disabilities and behavioral needs are educated in the general education classroom. A variety of practices that may include grouping, flexibility scheduling and differentiated instruction are used to meet the individual needs of students. The elementary schools provide a Full Day Kindergarten Program, Title I Remedial Reading, daily/weekly RTI periods, Homework Clubs, and Dibels and Study Island. The middle school and high school provide Tutorials and Support Study Halls that support students with their regular education classes. In addition the Study Island and ALEKS programs are used for remediation of skills.

Additional support services that provide a means of reducing barriers to learning while promoting mental health, positive school climate, student engagement and family involvement, include an Art Therapist, Guidance Counselors, Student Assistance Program (SAP), Prevention groups with the contracted mental health support agency, Mercy Behavioral Health and Wesley Spectrum Family Services.

During the 2018-19 school year, the District implemented a Life Skills Support Program at the

elementary level thus providing educational programming to those students who had historically been placed outside of the district to receive their education. The District provides supports for the program by contracting with the AIU and PaTTAN to provide consultation and professional development as needed throughout the school year. The program has been successful in providing quality programming to the students as well as cultivating parental participation in the local neighborhood school.

The District provides opportunities for teachers to participate in professional development and to become aware of peer-reviewed and research-based practices that can be used to support students in regular classroom settings. Professional development provided by the District to support inclusive practices have included, but are not limited to the following: Crisis Prevention Intervention (Certified District staff as presenters), Olweus Bullying Program (Certified District Staff as presenters); Autism and Behavior Supports (Staff from the Watson Institute, Wesley Spectrum Family Services as presenters), Accommodations Guidelines for Students with IEPs and 504 Plans (PDE), Extended School Year information (PDE), Reevaluation process and Timelines (PDE), Restraint Procedures (PDE), Measurable Annual Goals (various AIU presenters), School Wide Positive Behavior Supports (AIU presenters), School Based Mental Health (Wesley Spectrum Family Services presenters), Emotional Disturbance and Behavioral Assistance (Wesley Spectrum), Supporting Students Successfully in Reading (PDE), Supporting Students through the use of Technology (PDE) Best Inclusive Practices (AIU presenter), Measurable Annual Goals (AIU presenter), and Transition Planning for students with an IEP (AIU and district Transition Coordinator).

3.

The data for Educational Environments was reviewed and areas of disproportionality are evident. During the 17/18 reporting year, the district had 70.2% of the SE students receive their services inside the Regular classroom for more than 80% of the school day. This percentage is above the State average (62.0%). This is actually seen as a favorable outcome as it reflects that students with disabilities are being educated alongside their non-disabled peers in the regular classroom setting with appropriate supports in place to promote student progress. The district has implemented a co-teaching model throughout all schools where special education teachers are working alongside their general education counterparts to support the needs of all learners in the core content areas in the general education classroom. There is no rate reported for the District in the area of SE inside the Regular class < 40% in comparison to the State average of 9.3%. ELA and math instruction are the focus at the elementary levels and time dedicated to that core content is over half of the day. These are the two content areas in which special education teachers co-teach with their general education counterparts and that instruction is presented in the general education classroom.

The largest disparity is seen between the State average of students receiving SE in Other Settings (4.9) and the District average (13.8% in 17/18 school year). The District recognizes the need to reduce this number and develop the internal capacity to provide educational services to our students in their neighborhood schools. This has been set as a priority goal in the District's

Comprehensive Plan. When data in this area is reviewed longitudinally, one will find variability in numbers across the years. The district has gone from a high of 14.7% in 15/16 school year to the current low of 12.% in the 18/19 school year. The district continues to recognize that this rate is still well above the State average.

The District is working on remediating the curriculum to include more intervention opportunities with enhanced common core materials/resources, along with research based practices to differentiate instructional processes. Students are receiving more instructional time within the math and reading core content areas and the District will continue to plan for remediation sessions to assist students with understanding the curriculum objectives to guide learning to proficiency. The district is committed to the utilization of student data to shape instructional practices. All students participate in benchmark assessments and this information is utilized (specifically at the elementary level) to determine systems of support necessary for each individual student. The elementary schools have dedicated RTI time into the master schedules. The district is also utilizing monies available from grants to enhance the social and emotional curriculum to address students' interpersonal skills, behavioral challenges, and mental health needs. The district is also pursuing monies through grants to hire guidance counselors at the elementary schools to further address these issues. The district has partnered with Allegheny County and Mercy Behavioral Health to provide school-based services to our students from grades k-12. These services have only been available in the past at the Middle and High School levels.

Data reflecting students who are placed in programs outside of the school district are reviewed monthly. Currently, the district educates 8 students identified as Emotionally Disturbed, 5 students with Intellectual Disabilities, 5 students with Multiple Disabilities, 5 students with Autism, 1 student with a Specific Learning Disability, and 1 student with an Other Health Impairment. The students in each of these groups represent students from across the grade levels, but in clusters not sufficient to warrant the opening of a specialized classroom/program within the district. Programs and services available within the district were attempted with each of these students prior to the consideration for placement outside of the district. Student progress was not at acceptable levels and internally available supports and services were exhausted. IEP Teams reconvened and made the decision to pursue additional supports which were not available within the district.

In looking at students placed outside the District several points are considered. An IEP team may choose a more specialized setting if the student will receive greater benefit from education in a specialized setting than in a District program, or if the student is so disruptive as to not be able to receive instruction in the District class setting, with the understanding that the continuum of services needs to be considered before deciding on a placement.

The reduction in the rate of SE students placed in Outside settings was reduced at the beginning of the 18/19 school year when the district opened its own elementary Life Skills Program. In reviewing our data it is also evident that many of our students who are receiving services outside of the District are high school age and have been involved in their programs for many years. In order to not disrupt continuity of program, the district is focused on building internal capacity for additional successful programs, supports, and services at the elementary levels to prevent placements at all. It is very difficult at IEP meetings asking parents to return to their home district programs after having their child experience success for many years at an Outside placement.

Behavior Support Services

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

1.

The Brentwood Borough Board of School Directors directs that the district's behavior support programs are based on positive behavior techniques to ensure that students are free from demeaning treatment and unreasonable use of restraints or other aversive techniques. Restraints are considered a measure of last resort and are only used after other less restrictive measures, including de-escalation techniques, are utilized. Behavior support programs and plans are based on a functional assessment of behavior and include a variety of research-based techniques to develop and maintain skills that will enhance a student's opportunity for learning and self-fulfillment. The IEP team develops a positive behavior support plan if the student requires specific intervention to address behavior that interferes with the student's learning or learning of others. A positive behavior support plan is based on a functional behavior assessment and becomes part of the child's IEP. These plans include methods that utilize positive reinforcement and other positive techniques to shape a child's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards. Brentwood Borough School District staff are in-serviced on specific procedures, methods, and techniques relating to positive behavior support. This staff in-service will include verbal, non-verbal, and para-verbal techniques for de-escalating challenging behaviors. It will include emergency responses, and restraint procedures which will be used only where there is a clear & present danger that the child may hurt themselves or others. Restraints will be reported and maintained on the PDE, RISC system and restraints will be used only with the teaching of socially acceptable behavior.

Restraints to control acute or episodic aggressive behavior may be used only 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.

Parents/guardians are notified within twenty- four hours of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The Director of Special Education maintains and reports data to the Pennsylvania Department of Education on the use of restraints, as required.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

- 1) The restraint is used with specific component elements of a positive Behavior Support Plan, 2)

The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors, 3) Staff are authorized to use the restraint and have received appropriate training, and 4) The Behavior Support Plan includes efforts to eliminate the use of restraints through the development of a clear and defined fade plan.

The District permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. The District prohibits the seclusion of students in locked rooms, locked boxes, and other structures or spaces from which the student cannot readily exit.

Board Policy indicates that the following aversive techniques are inappropriate and shall not be used in educational programs: 1) Corporal punishment, 2) Punishment for a manifestation of a student's disability, 3) Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit, 4) Noxious substances, 5) Deprivation of basic human rights, such as withholding meals, water, or fresh air, 6) Suspensions constituting a pattern as defined in state regulations, 7) Treatment of a demeaning nature, 8) Electric shock, 9) Methods implemented by untrained personnel, 10) Prone restraints, which are restraints by which a student is held face down on the floor.

Subsequent to a referral to law enforcement, an updated Functional Behavioral Assessment and Behavioral Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Coordinator of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's Functional Behavioral Assessment and Behavior Support Plan. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others shall be disciplined in accordance with their IEP, Positive Behavior Support policy, and Board policy.

A student with a disability (except Intellectual Disability) may be suspended for ten consecutive or fifteen cumulative days of school per school year. Any removal from the student's regular program is considered a change in placement for a student with an intellectual disability. Thus, a manifestation determination review must be conducted prior to removing the student from his/her regular school placement. If the behavior is not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities.

School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is a manifestation of the child's disability, if the student: (1) carries a weapon to or possesses a weapon at school, (2) knowingly possesses or uses illegal drugs at school, (3) has inflicted serious bodily injury upon another person while at school.

2.

A

All staff and faculty receive annual training on the District's positive behavioral support policy as well as the development of positive behavior support plans, functional behavioral assessments, and

manifestation determination reviews. All teaching staff and paraprofessionals are currently certified in the Crisis Prevention Intervention program where they receive training on de-escalation techniques and appropriate responses to crisis behaviors in students. Restraint training is given but explained that its use is a last resort and only to be utilized to keep students safe.

3.

Currently the district has school-based mental health services for students from kindergarten to twelfth grade. At the elementary levels, the district employs a teacher who is also certified as an art therapist and time is allotted in her daily schedule to see students identified through the SAP program as needing mental health services. Also at the elementary, the district contracts with Wesley Spectrum Family Services for a mental therapist to see students one day a week at each building. As stated earlier in this document, the district has been pursuing a partnership with Allegheny County and Mercy Behavioral Health to provide school-based mental health services to our elementary students who demonstrate such a need. Mercy has a long history of providing school-based mental health services within the District's Middle and High Schools.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Brentwood Borough School District has always been able to procure an appropriate placement for 'Hard to Place Students'. However, pursuant to the Individuals with Disabilities Education Act and the litigation known as Cordero, the District will participate with other child-serving agencies in developing a plan for providing intensive interagency coordination to students with disabilities that cannot be appropriately educated in a public educational setting and who have waited more than 30 days for the provision of an appropriate educational placement, or who are at risk of waiting more than 30 days for an appropriate educational placement.

The District will submit the Intensive Interagency Initial Report and Update Reports as required by the Pennsylvania Department of Education, Bureau of Special Education, for students that cannot currently be served in the public educational setting; and who have waited more than 30 days for the provision of an appropriate educational placement (or are at substantial risk of waiting more than 30 days for a placement). These reports will be filed within 5 days of initial identification of these students and will be updated on a continuous basis until an appropriate placement is provided.

The District will also submit Time and Appropriate Placement Reports for students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction so that the Department can determine whether these students require intensive interagency coordination. Once the District reports a student, the case is referred to a Regional Interagency Coordinator (RIC). The RIC will make an initial determination regarding whether the student requires intensive interagency coordination, or if he or she can be served by another portion of the special education system, such as the Office for Dispute Resolution (for contested matters) or the Division of Compliance Monitoring and Planning (for matters involving non-compliance with special education laws and regulations).

If the student requires intensive interagency coordination to access an appropriate educational placement, the RIC will assess the matter and determine the barrier preventing the student from receiving the agreed-upon placement. If necessary to resolve the matter, the RIC will promptly schedule a meeting of the local interagency team, which should include the family of the student, the school district and Intermediate Unit (IU), and other relevant child serving agencies, such as county offices of Intellectual Disability, Mental Health, contracted mental health prevention services-Southwood Hospital EPIC program, Mercy Behavioral Health Services, Family Links, Allegheny County School Based Behavioral Health Services, Juvenile Court (Probation Officer), Children and Family Services and regional offices of Vocational Rehabilitation. If the student's placement is not resolved within 30 calendar days (with the exception of the summer months) by the local interagency team, the RIC will forward a report to the office of the Director of the Bureau of Special Education for appropriate intervention with other state agencies based on the presenting issue(s).

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Bethel Park School District, Bethel Park High School	Neighboring School Districts	Life Skills Support	1
Bethel Park School District, Independence Middle School	Neighboring School Districts	Life Skills Support	1
Mon Valley School	Special Education Centers	Autistic Support, Life Skills Support, Emotional Support	10
Association For Children with Learning Disabilities	Approved Private Schools	Learning Support	1
Pathfinder School	Special Education Centers	Autistic Support	1
Watson Institute-Friendship Academy	Approved Private Schools	Emotional Support	1
Wesley Spectrum High School	Approved Private Schools	Emotional Support	1
Wesley Spectrum Services K-8 School	Other	Emotional Support	4
Wesley Bridge	Special Education Centers	Emotional Support-Transition to Adult Life	1
The Bradley Center	Special Education Centers	Emotional Support	1
The Children's Institute	Approved Private Schools	Multiple Disabilities Support	1
Pittsburgh Pioneer	Neighboring School Districts	Multiple Disabilities Support	2

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	7	0.65
Locations:				
Elroy (#1)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	4	0.35
Locations:				
Elroy (#1)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	10	0.5
Locations:				
Elroy (#2)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	8	0.5
Locations:				
Elroy (#2)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	5	0.5
Locations:				
Moore (#3)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	1	0.5
Locations:				
Moore (#3)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: July 1, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	1	0.1
Locations:				
Moore (#4)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.4
Locations:				
Moore (#4)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	5	0.5
Locations:				
Moore (#4)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	11	0.3
Locations:				
Middle School (#5)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.7

Locations:				
Middle School (#5)	A Middle School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	14	0.4
Locations:				
Middle School (#6)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	0.6
Locations:				
Middle School (#6)	A Middle School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2019

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.2
Locations:				
High School (#7)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	14	0.8
Locations:				
BRENTWOOD BOROUGH HIGH SCHOOL	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	6	0.2
Locations:				
High School (#8)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	8	0.8
Locations:				
High School (#8)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	18	0.8
Locations:				
High School (#9)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.2
Locations:				
High School (#9)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator:* Intermediate Unit

PROPOSED PROGRAM INFORMATION*Type:* Class*Implementation Date:* July 1, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	23	0.5
Justification: Instructional groups are within a 3 year age range from the youngest student to the oldest student.				
Locations:				
Moore (#11)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	18	0.5
Justification: Instructional groups are within a 3 year age range from the youngest to the oldest student.				
Locations:				
Elroy (#11)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 13	8	0.12
Locations:				
Middle School (#12)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 17	6	0.1
Locations:				
High School (#12)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 16	3	0.35
Justification: Although the age range exceeds allowable limits, these students are seen individually for their special education services. Age range during services does NOT exceed allowable limits.				
Locations:				
Elroy Elem. (#13)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 7	7	1
Locations:				
Elroy Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* January 1, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	10	0.6
Justification: While the roster covers a 6 year span, Speech and Language Support services are presented individually or in small group. The ages of students in those groups do not exceed the allowable three year span.				
Locations:				
Elroy Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	High School	1
Art Therapist	Elementary Schools	0.1
Paraprofessional	Elroy	3
Paraprofessional	Moore	2
School Guidance Counselor	Middle School	1
School Guidance Counselor	High School	1
Transition Coordinator	Middle/High Schools	0.12
Special Education Secretary	Special Education Office	1
School Nurse	Moore Elementary	1
School Nurse	Middle/High Schools	1
Special Education Director	Special Education Office	1
School Nurse	Elroy Elementary	1
Paraprofessional	Middle School	2
Classroom Paraprofessional- Life Skills Support classroom	Elroy	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Outside Contractor	3 Days
School Based Behavioral Health Services	Outside Contractor	2 Days
Transportation	Outside Contractor	5 Days
Occupational Therapy	Intermediate Unit	2 Days
Physical Therapy	Intermediate Unit	0.1 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Teachers will describe the behavioral markers of autism in students and develop strategies to address behavioral concerns in the classroom. This will be evidenced through the behavioral plans that are written for students, and goals that are reflected in teacher IEP development. Teachers will be able to identify and communicate to parents the supports that are being given to students with autism in specific relation to sensory awareness. This is evidenced through teacher lesson implementation, teacher collaboration within grade levels and with the special education teacher. Teachers will be able to effectively recognize student needs and address them through differentiated instructional methods and classroom feedback.
Person Responsible	School Principals, Director of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	45
Provider	Brentwood Borough School District
Provider Type	The Watson Institute, AIU3, PaTTAN
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional</p>

	<p>decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>

	Peer-to-peer lesson discussion
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of participant lesson plans</p>

Behavior Support

Description	<p>Teachers will be able to effectively identify the needs of students with mental/behavioral health concerns and address those concerns through differentiated classroom design and lesson planning. Teachers and administrators will develop person centered planning methods to address behavioral concerns in the classroom. The administration will implement an effective use of functional behavioral assessments to determine the appropriate development of a positive behavior support plan. The district's Behavioral Support policy will be reviewed annually with all faculty and staff. Special education staff and building administrators will utilize the manifestation determination process when working with students with disabilities when considering disciplinary exclusions from school for problematic student behavior. Utilization of the Crisis Prevention Institute verbal deescalation methods will reduce discipline referrals as referenced through the Safe Schools report.</p>
Person Responsible	School Principals, Director of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	45
Provider	Brentwood Borough School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.

Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p>

	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of participant lesson plans As behavioral issues are appropriately addressed , the district will reduce the use of out of district Full Time Emotional Support placements

Paraprofessional

Description	The paraprofessional will provide effective instructional assistance in the classroom by demonstrating knowledge and skills in the following areas: characteristics of learners, assessment and evaluation, instructional content and practice, supporting the teaching and learning environment, managing student behavior and social interaction skills, communication and collaborative partnerships and professionalism and ethical practices.
Person Responsible	School Principals, Director of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	14
# of Participants Per Session	9
Provider	Brentwood Borough School District
Provider Type	School Entity, AIU3, PaTTAN
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for special education.

Research & Best Practices Base	This is an optional narrative for special education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Team development and sharing of content-area lesson

	<p>implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p>

Reading

Description	Special education and regular education staff will participate in professional development activities in the area of English Language Arts instruction to develop and ensure consistent rigor and best instructional practices are being utilized in all classrooms across the district. Evidence of successful implementation is the increase in special education students performing at or above the basic level on ELA PSSA's and Literature Keystone Exams by 2% each school year for the three years of this plan.
Person Responsible	School Principals, Director of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	45
Provider	Brentwood Borough School District
Provider Type	PaTTAN and AIU-3
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers,	Enhances the educator's content knowledge in the area of the

school counselors and education specialists	<p>educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or</p>

	peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity

Transition

Description	The District will utilize the transition checklist to develop post secondary outcomes that are related to present education levels of learning. The teachers will develop connected goals that relate to student interests. The District will continue to analyze drop out/graduation rates and innovative methods/interagency approaches to keeping students in school. The district will also continue to utilize OVR early reach services and work experiences to prepare all students for life after high school graduation.
Person Responsible	Transition Coordinator, School Principals, Director of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	30
Provider	Brentwood Borough School District
Provider Type	School Entity, AIU3, PaTTAN, OVR
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.

Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>

	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio • Special education teachers will improve their scores on Indicator 13 post tests by 10% over the previous year's score.

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer