
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Special Education Report **Monday, June 09, 2008**

Entity: Sayre Area SD
Address: Intersection of State Rte 1056 and 1067
Sayre, PA 18840
Phone: (570) 888-7615
Contact Name: Dean Hosterman

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Sayre Area SD	BLaST IU 17	Dean Hosterman	3	1224	172

District Special Education Contact:

Name	Title	Phone	Fax	Email
Debra R. Moore	School Psychologist and Special Education Coordinator	(570) 888-4892	(570) 888-8248	dmoore@sayresd.org

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Eric Knolles	High School	Regular Education Teacher	Elected by Peers
Dean Hosterman	Superintendent	Administrator	Elected by Peers/Board of School Directors
Debra Moore	School Psychologist	Ed Specialist - School Psychologist	Elected by Ed. Specialists
Karen Rockwell	Parent	Parent	Elected by Peers
Mary Cole	High School	Regular Education Teacher	Elected by Peers
Michelle Murrelle	Elementary School Administrator	Administrator	Elected by Peers
Paul Stropko	Elementary School	Special Education Teacher	Elected by Peers
Samuel Cessna	Secondary School Administrator	Administrator	Elected by Peers
Shirley Allis	High School	Special Education Teacher	Elected by Peers
Sue Hawthorne	Community Member	Other	District

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

The Sayre Area School District (SASD) provides programs and services in accord with the Individuals with Disabilities Education Act and PA Chapter 14 Special Education Programs for students with disabilities. We currently operate four Learning Support classes in the elementary school and six Learning Support classes in the high school. We provide related services to students including speech and language therapy, occupational therapy, physical therapy, paraprofessional services, nursing services, counseling services, psychological, and special transportation services. We contract with the BLAST Intermediate Unit 17 for Vision Support, Hearing Support, Physical Therapy, Orientation and Mobility, Social Work services, and Partial Hospitalization services. We contract with local school districts for Emotional Support, Autistic Support, Life Skills Support, and Multiple Disabilities Support. We also contract with in-state and out-of-state approved private schools for Autistic Support.

The Sayre Area School District is committed to providing a free and appropriate public education to each and every student. The following paragraphs outline some of our highlights and strengths:

The Sayre Area School District has embraced the inclusion of students with disabilities into general education classrooms. We have shown an increase in itinerant Learning Support services from 28.1% in 2003-2004, 31.0% in 2004-2005, and 54.1% in 2005-2006. At the present time, 75% of our learning support students receive itinerant services either within the general education setting or in small groups for pull-out services. We are fortunate to have highly qualified teachers and paraprofessionals who are dedicated to providing services to students in general education settings in both the elementary and high school settings.

The Sayre Area School District is dedicated to the provision of early intervention services. We are currently piloting a new program that emphasizes early literacy skills for students with disabilities and at-risk students at the kindergarten level. We utilize the DIBELS screening tools to establish baselines and measure progress in the acquisition of basic literacy skills. We provide direct and explicit instruction via the FOUNDATIONS program. We have been very pleased with the progress of the students in the pilot program. We are continuing to provide instruction in an evidence-based instructional program for at-risk and eligible students in grades 3 through 8.

The Sayre Area School District is devoted to preparing students for the transition to adult life. We provide a continuum of services to support students as they prepare for adult life. Our Career Development Council provides job shadowing, speakers, and career fairs to students with disabilities and nondisabled students. Our Career Counselor provides one-to-one support in preparing students with disabilities with resumes, job applications, and job hunting skills. We also have a Transition Council that includes representatives from local agencies who meet with students and their parents for the purpose of transition planning. The council includes representatives from the Office of Vocational Rehabilitation, Mental Health/ Mental Retardation, Futures Community Services, Northern Tier Career Center, Penn York Opportunities, and other agencies as needed (i.e., military recruiters, adult literacy coordinators, and medical assistance/social security representatives). The purpose of the council is to insure that both students and parents have the information required to make informed decisions about the services available to them after graduation.

In addition, we participate in a county-wide Transition Council so that our students may participate in a variety of services offered in our county. For example, our students participate in an "Experience Transition to College Program" that offers students an opportunity to acquire self-advocacy skills and a better understanding of how to access educational resources in college. Our students also participate in a "Transition Fair" that offers information to students about colleges, vocational training programs, and employment opportunities. We also provide services to students who have been struggling to find part time employment after school. We contract with local agencies to provide students with job coaching services. The job coaches assist the students with completing and submitting applications, shadowing various jobs, and participating in internships within local businesses. All of our efforts to meet the transition needs of our students can be easily observed in our graduation rates. During the 2004-2005 school year, we graduated 100% of our eligible students and in 2005-2006 we graduated 75% of our eligible students. During the 2006-2007 school year, we graduated 91% of our eligible students. We truly believe that all of our efforts to prepare students for adult life have contributed to improvements in our graduation rate. We are currently anticipating a graduation rate of 91% for the 2007-2008 school year.

Identifying Students with Learning Disabilities

The Sayre Area School District is currently utilizing an ability - predicated achievement discrepancy model to identify students with specific learning disabilities. The district school psychologist conducts a comprehensive psycho-educational evaluation that investigates

the scope and depth of each student's learning strengths and needs. The evaluation includes a comprehensive assessment of cognitive and developmental skills including visual attention, auditory attention, executive functions, language, sensorimotor skills, visuo-spatial skills, and memory (visual memory, auditory memory, and visual-auditory memory). In addition, the evaluation includes a comprehensive assessment reading, math, and written language skills. Special attention is given to explain how underlying psychological processes influence learning in each achievement area.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

No significant disproportionality by race or ethnicity.

Exiting Statistics

Graduation rate and dropout rate have been met.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Sayre Area School District	We do not host any programs for students in the 1306 category.	0

Incarcerated Students Oversight

Incarcerated students are housed at the Bradford County Correctional Facility (Burlington, PA) in the Troy Area School District. The Intermediate Unit #17 provides educational services to incarcerated youths. The IU instructional staff monitors the information pertaining to students with disabilities who are assigned to the facility. We are notified by the Intermediate Unit when a student is incarcerated and actively participate in the process to provide FAPE to the student. We collaborate with the teacher, the IU, and the host district in order to maintain to the extent possible the student's current IEP.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Sayre Area School District	The Sayre Area School District does not host any programs for incarcerated youths.	0

Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

The Sayre Area School District has consistently dedicated resources to maintain students in the least restrictive environment. We provide a continuum of service options for students with disabilities. Students with disabilities are provided with accommodations and modifications to support their progress in the general education curriculum. Students who require more intensive support are provided with supplemental aides and services to insure success within the least restrictive environment. Students with extraordinary learning needs are provided with opportunities to participate in special education programs outside of the general education

environment but with maximum opportunities for integration with nondisabled peers.

The Sayre Area School District has been providing evidence-based reading instruction for students with disabilities in third grade through eighth grade for the past three years. We utilize the Wilson Reading Program to improve students' reading skills so that each student will become fully literate and able to participate in the general education environment to the maximum extent in both time and quality. We have expanded our efforts to provide evidence-based instruction via the FOUNDATIONS Program to students with disabilities and at-risk students at the kindergarten level. We are piloting a Response-to-Intervention model with at-risk students at this level. We are also assessing the utility of the RTI model for students in grades 1 through 3. Ultimately, we believe that conquering reading difficulties at the primary level will prevent behavioral problems in older students. Through literacy, we will insure maximum integration for all students, always.

Supplementary Aids and Services

Service	Comment
Inclusion services at the Snyder Elementary School: Highly qualified teachers and paraprofessionals	The special education teachers at the Snyder Elementary School provide itinerant learning support services to 70% of students with disabilities. We achieve this percentage by insuring that special education teachers and paraprofessionals provide to the maximum extent possible support services within the general education setting.
Inclusion services at the Sayre High School: Highly qualified teachers and paraprofessionals	The special education teachers at the Sayre High School provide itinerant learning support services to 77% of students with disabilities. We achieve this percentage by insuring that special education teachers and paraprofessionals provide to the maximum extent possible support services within the general education setting.
Hearing Support Services: Itinerant Hearing Support Teacher	The Sayre Area School District strives to support students with hearing impairments in general education settings via itinerant hearing support services. The hearing support teacher provides ongoing consultation services with instructional staff, parents, and students to insure maximum integration and support. The hearing support teacher also monitors the use and operation of hearing aids, FM Systems, and other forms of assistive technology.
Behavioral Support Services: Behavior Specialist	The Sayre Area School District utilizes behavior support services through the Intermediate Unit. The behavior specialist (BS) consults with the teacher, parent, and students for the development of a Functional Behavior Assessment. The BS supports the creation of a behavioral plan designed to insure success within the general education setting.
Research-based reading instruction	The Sayre Area School District provides research based reading instruction to children with disabilities and at-risk readers at the kindergarten and first grade levels. We also provide research-based reading instruction to children with disabilities in second through eighth grade. Our goal is to provide seamless instruction in a research-based instructional model through twelfth grade. We firmly believe that intensive reading instruction at the primary level will prevent more complex difficulties in the future and further insure maximum participation for all students in the general education setting.
Assistive Technology	The Sayre Area School District receives assistive technology support services from the Intermediate Unit. The assistive

	technology coordinator consults with parents, teachers, and students to assess the child's needs and provide the type of technology that will insure maximum participation in the general education setting.
Community Based Services	The Sayre Area School District works closely with representatives and service providers from local agencies. We fully support the utilization of behavioral-health services within all school settings. We participate in collaborative team meetings to insure that each student has an opportunity to fully benefit from his or her educational program.

LRE Data Analysis

Personnel Development Activities:

Topic	The SASD failed to meet the SE Outside Regular Class > 60% during the 2005-06 data count. However, at the present time only 8% of our Learning Support students receive services outside of the general education classroom more than 60% of their school day. All of the students in this category are high school students. Seventy-two percent of these students meet the diagnostic criteria for mental retardation. We provide services in a learning support setting in the home-school district as the least restrictive environment. We will continue to monitor and assess the number of students who require this level of service via training and awareness activities.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
In-service Trainings in September, October, and March.	PATTAN Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning	Based on our current data, we have already met the SPP goal; however, we will continue to monitor and assess the number of student requiring this level of support. We will work collaboratively with our staff and trainers to insure that all students have the opportunity for maximum integration within general education settings. We will also reassess our utilization of paraprofessionals to accomplish this goal.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Athens Area School District	Neighboring School Districts	Life Skills Support Services	2
Athens Area School District	Neighboring School Districts	Emotional Support Services	4
Binghamton University of	Out-of-State Schools	Autism Support Services	1

New York			
Private Homes	Instruction in the Home	Multiple Disabilities Support Services	3
Towanda Area School District	Neighboring School Districts	Autism Support Services	1
Towanda Area School District	Neighboring School Districts	Life Skills Support Services	0
Towanda Area School District	Neighboring School Districts	Emotional Support Services	0
BLAST IU 17	Other	Emotional Support Services	1
Penn York Opportunities	Other	Transition Services	1
Serve, Inc.	Other	Transition Services	1
Athens Area School District	Neighboring School Districts	Multiple Disabilities Support Services	0

Personnel Development for Improved Student Results

Technical Assistance and Training

Personnel Development Activities:

Topic	The Sayre Area School District has met AYP at the Snyder Elementary School for the past five consecutive years. The Sayre High School has meet AYP for four consecutive years.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
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Topic	The Sayre Area School District had a district-wide PSSA participation rate of 88.68% at the time of data collection. However, data collection from the 2007-2008 school year reveals that we have already exceeded the SPP Target with a 97% participation rate. We are committed to maintaining our participation rate between 95.15% and 97%.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
In-service days scheduled in August 2008, October 2008, and March 2009.	PATTAN Staff, IU Staff	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	The Sayre Area School District has collected data regarding student participation in the PSSA for the 2007-2008 school year. Our current data collection reveals a total participation rate of 97%, which exceeds the SPP target of 95.15%. Our elementary schools had a

				97% participation rate in 3rd grade, 95% participation in 4th grade, 100% participation in 5th grade, and 97% participation in 6th grade. Our high school had a 98% participation rate in 7th grade, 97% participation in 8th grade, and 96% participation in 11th grade. We are committed to maintaining our participation rate between 95.15 and 97%.
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Topic	The Sayre Area School District met the SPP target for proficiency rate in both reading and mathematics.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
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Personnel Development - PA NCLB Goal #1

Baseline Data:

2006-2007 PSSA scores in Reading for IEP students:

3rd grade - 40% proficient/advance
 4th grade - actual data deleted to prevent identification of individuals
 5th grade - 18.2% proficient/advanced
 6th grade - actual data deleted to prevent identification of individuals
 7th grade - 16.7% proficient/advanced
 8th grade - 27.3% proficient/advanced
 11th grade - 20% proficient/advanced

2006-2007 PSSA scores in Math for IEP students:

3rd grade - 60% proficient/advance
 4th grade - actual data deleted to prevent identification of individuals
 5th grade - 45.5% proficient/advanced
 6th grade - actual data deleted to prevent identification of individuals
 7th grade - 25% proficient/advanced
 8th grade - 9.1% proficient/advanced
 11th grade - 0% proficient/advanced

2006-2007 PSSA scores in Writing for IEP students:

5th grade - 9.1% proficient/advanced
 8th grade - 46.2% proficient/advanced
 11th grade - 50% proficient/advanced

Personnel Development Activities:

Topic	Reading & Writing: Students with disabilities will demonstrate growth toward meeting PA academic standards for Reading and Writing.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
<p>2008-2014 - Trainings to be scheduled on in-service days during each school year. Trainings shall be designed to equip educational staff with the knowledge and skills necessary to meet individual learning needs and improve student achievement in relation to state standards within the general classroom and curriculum to the maximum extent appropriate. Training topics shall include, but are not limited to: Differentiated Instruction, Best Practices in Inclusion, Team-Teaching Techniques, Evidence-Based Instructional Strategies and Research-Based Interventions. In addition, staff will be afforded opportunities to explore/pursue additional training opportunities via conferences/workshops when/where available. Graduate level courses will continue to be a source for personnel development as well.</p>	<p>PATTAN Staff, IU Staff, Higher Education Staff, conferences, workshops, graduate level coursework.</p>	<p>New Staff, Paraprofessional, Instructional Staff, Administrative Staff</p>	<p>On-site Training with Guided Practice, Conferences, College/University provided coursework and technical training.</p>	<p>Annual improvement in the percentage of IEP students achieving scores in the range of proficient/advanced as measured via PSSA. Projected percentage of improvement is at least 1% from the previous year.</p>

Topic	Math: Students with disabilities will demonstrate growth toward meeting PA academic standards for Math.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
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		Audience		
<p>2008-2014 - Trainings will be scheduled in-service days during each school year. Trainings shall be designed to equip educational staff with the knowledge and skills necessary to meet individual learning needs and improve student achievement in relation to state standards within the general classroom and curriculum to the maximum extent appropriate. Training topics shall include, but are not limited to: Differentiated Instruction, Best Practices in Inclusion, Team-Teaching Techniques, Evidence-Based Instructional Strategies and Research-Based Interventions. Staff will be afforded opportunities to explore/pursue additional training opportunities via conferences/workshops when/where available. Graduate level courses will continue to be a source for personnel development as well.</p>	<p>PATTAN Staff, IU Staff, Higher Education Staff, Conferences, workshops, graduate coursework</p>	<p>New Staff, Paraprofessional, Instructional Staff, Administrative Staff</p>	<p>On-site Training with Guided Practice, Conferences, College/University coursework and technical training.</p>	<p>Annual improvement in the percentage of IEP students achieving scores in the proficient/advanced range as measured via PSSA. Projected Percentage of improvement is at least 1% from the previous year.</p>

Personnel Development - PA NCLB Goal #3

Baseline Data:

All teachers are certified and highly qualified via additional content area certification, the Bridge, and/or HOUSSE. All paraprofessionals meet the minimum state requirements and are engaged in continuous improvement.

Personnel Development Activities:

Topic	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August, October, and March in-service dates.	PATTAN Staff, IU Staff, Higher Education Staff, PA Autism Conference	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	We will improve the expertise and competencies of both our professional and paraprofessional staff.

Topic	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August, October, and March In-service dates	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	We will maintain our 100% level of highly qualified teachers and trained paraprofessionals.

Personnel Development - PA NCLB Goal #5

Baseline Data:

The Sayre Area School District schedules a transition meeting with the parents of in-coming school age students from Early Intervention Programs. We conduct assessments to determine if the child continues to require special education services within a school-age program. The IEP team prepares an IEP for each student to insure a successful transition.

The Sayre Area School District is committed to achieving 100% graduation rates over the next five consecutive years. An analysis of data revealed that during the 2001-2002 school year, we graduated only 66.7% of our eligible seniors. Our analysis revealed a reporting error for the 2003-2004 school year. We reported a graduation rate of 25%; however, we actually graduated 75% of our eligible seniors. Perhaps an error in data entry can account for the problem. During the 2004-2005 school year, we graduated 100% of our eligible seniors. During the 2005-2006 school year, we graduated 75% of our eligible seniors. During the 2006-2007 school year, we graduated 91% of our eligible seniors. We anticipate a graduation rate of 91% for the 2007-2008 school year. We have demonstrated a significant improvement in our graduation rates since the 2001-2002 school year. We believe that our inclusion programs and transition activities account for the improvement in graduation rates. We intend to continue improving upon our inclusion and transition services to insure that our graduation rates reflect our efforts to meet the educational needs of all students.

Personnel Development Activities:

Topic	TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult living.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer and fall 2008 with annual follow-ups each subsequent year.	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	The Sayre Area School District is striving to achieve 100% graduation rates over the next five consecutive years. We intend to improve upon our inclusion and transition services to insure that our graduate rates reflect our efforts to meet the educational needs of all students.

Topic	Transition: Parents, and students with disabilities are provided with opportunities to participate in Transition Council meetings, College Exploration Programs, Employment/Career Fairs, and Mentoring programs to increase knowledge of factors pertinent to a successful transition to adult life.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
We schedule three transition meetings per year, one college exploration event, two career fairs, and ongoing mentoring opportunities for students with disabilities, and parents.	IU Staff, Community based employers, trainers, and agency personnel.	Parent, New Staff, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	Attendance and completion of training, career awareness activities, and evaluations of training content.

Topic	Transition: Effective Transition Plan development by IEP teams to ensure 100% compliance with Indicator 13. Present IEP data reflects that all students of transition age have the required transition services completed in the IEP.
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Anticipated Training Dates	Training Partners	Training Participants and	Training Format	Evidence of Results
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		Audience		
Fall in-service training	IU Staff	New Staff, Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	Students with disabilities will have a comprehensive Transition Plan as part of their IEP that is 100% compliant with Indicator 13 and addresses the students' identified outcomes. The Summary of Performance forms will serve as a resource to the student in the next endeavor (postsecondary education, competitive employment, and or independent living).

Behavior Support Services

Summarized School District Policy:

The Sayre Area School District adopted a behavior management policy in compliance with Pennsylvania State Board of Education Regulations Chapter 14, Section 14.36 and the Pennsylvania Department of Education standards Chapter 343, Section 342.36. The behavior management policy advocates the use of a three tier hierarchical model based upon the best practices cited in professional literature. The first level of the hierarchical model includes the implementation of effective classroom management strategies. The second level includes specific interventions designed for individual students. Individual behavior management plans are specifically designed for students with disabilities. The third level requires that the IEP team meet to discuss and revise the current behavior management plan. The IEP team further discusses the breath and depth of supplemental aides and services required to support the student within general and special education settings.

Personnel Development Activities:

Topic	BEHAVIOR SUPPORT: Students with disabilities will interact with others in their school environment in an effective manner so that their behavior does not impede their learning or the learning of others. The Sayre Area School District acknowledges the necessity for positive behavioral support within both the elementary and high school settings. We are committed to providing up-to-date training and guidance for all professionals, paraprofessionals, and parents.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August, October, and March in-service trainings.	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	The school district will utilize positive behavioral supports to reduce the number of referrals by 2% each year over the next three years.

Topic	The Sayre Area School District is committed to working collaboratively with agencies in support of students with emotional and behavioral needs. We welcome and accommodate behavioral health support staff and mobile
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	therapists within our elementary schools and high school. We seek to train and transfer skills to our staff for the purpose of maintaining consistency in the implementation of positive behavioral supports.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August, October, and March in-service trainings.	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	The Sayre Area School District will continue to collaborate with local agencies with regard to school-based behavioral health services. We expect to maintain active participation in the collaborative process.

Topic	The Sayre Area School District has supported the training of professional and paraprofessional staff in the implementation of non-violent crisis intervention techniques. Staff members are training in de-escalation techniques such as "calm-down stop and think", "deep breathing", and "counting backwards". Our counselors work individually with students to engage in the problem solving process and peer mediation. The IEP teams consult with behavior specialists, behavioral health providers, and school counselors to support students within disabilities in all school environments.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October and March in-service training dates.	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	The Sayre Area School District intends to continue providing staff with training in non-violent crisis intervention and de-escalation techniques.

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

The Sayre Area School District strives to provide FAPE within the home-school district or neighboring school districts through a continuum of services including inclusive practices, research-based reading programs, learning support programs, paraprofessional support, behavioral support, therapeutic services, and supplemental services. However, we occasionally encounter a student whose needs far exceed our ability to provide an appropriate educational placement. A hard-to-place student would include a student whose extremely aggressive and violent behavior endangers the safety and welfare self and others.

The special education coordinator contacts the local CASSP coordinator and requests a meeting with individuals from local agencies to determine what type of assistance may be available for the

student. The CASSP coordinator provides guidance in the acquisition of services necessary to support the student in an appropriate program. The special education coordinator works closely with the parents to investigate programs and services that may meet the student's needs. We seek to exhaust every resource within a reasonable travel distance in our county. Upon locating an appropriate program, the special education coordinator invites the IEP team members to convene and develop an appropriate individualized education plan. In extreme cases, the CASSP coordinator may support the acquisition of a hospitalization or admission to a residential treatment facility. If the student is admitted to a hospital or residential treatment facility another CASSP meeting is scheduled upon notification of discharge. The CASSP team reconvenes to review the child's discharge plan and discuss provisions for FAPE.

Local Continuum of Supports and Services

A: The Sayre Area School District encounters a gap in services for older students, usually 18 or older, who are dual diagnosed with mental retardation and severe mental health disorders. We have utilized personal care aides, behavior support plans, and modified school-days to support the educational needs of our most challenging students in traditional settings. However, we have found that even with additional supports, young adults require ample opportunities to acquire vocational skills within an adult learning environment. Over the past two years we have worked closely with local agencies to provide non-traditional placements for students with extraordinary needs. At the present time, we have a 19 year old student participating in an educational program that provides academic instruction relevant to the "world of work". The person-centered program provides hands-on work experiences both within supervised work settings as well as within community settings. Our challenging 19 year old has absolutely thrived in this new program. Moreover, this young man receives cross-systems supports through our county Mental Health/Mental Retardation program. We are working closely with the MH/MR supports coordinator and service provider to insure that our student receives a seamless transition to adulthood. We believe that this case demonstrates our ability to engage and encourage cross-systems agency support through interagency team coordination, the utilization of public service providers, and the coordination of county-operated programs for the greater good of our students and their families.

The Sayre Area School District encounters gaps in services for middle-school aged students with tendencies for violent behavior toward other students. We work closely with our county mental health provider, intermediate unit, and local consortia to provide emotional support services for students with violent tendencies; however, when our team's attempts to support the child in the least restrictive setting no longer constitutes an appropriate educational setting, we gather our local interagency team and discuss the case until we find a solution. Most recently, we engaged cross-system agency support with a county-based service provider. As a result of this collaborative process, our student receives individual instruction in 1:2 teacher-to-student ratio. Our student has thrived in this child-centered program. We have already started working with the interagency team, county service provider, and intermediate unit in planning a transition from the more restrictive non-traditional program to a less-restrictive traditional program (with supplementary supports) for the next school year. Again, we believe that this case clearly illustrates our ability to engage and encourage cross-systems agency support through local interagency teams, local school consortia, the intermediate unit, and county operated services providers in the pursuit of "student-centered" non-traditional placements.

The Sayre Area School District also encounters gaps in services for primary elementary school students with the most severe degree of autism. We work closely with our local interagency team, county mental health provider, local mental health/mental retardation coordinator, intermediate unit, and local school consortia to provide services within the least restrictive setting. However, when the student's IEP team has determined that the current placement no longer constitutes an appropriate educational placement, we utilize the interagency process to engage another

solution. We are fortunate to have access to a nationally renowned program for students with autism. We work closely with the out-of-state private service provider and parents to facilitate this option to maintain a "student-centered" approach, we continue to work closely with local service providers including the local mental health provider and county mental health/mental retardation coordinator to insure that the needs of the "whole-child" are addressed in both the home and school settings. We also work closely with the Approved Private School Department at PDE to insure funds to support the placement.

B. The Sayre Area School District is committed to building local capacity through professional development activities for the purpose of providing FAPE for students with disabilities. We encouraged our certificated personnel to continue their professional development by taking courses relevant to building local capacity and providing FAPE for students with disabilities. To achieve this goal, the district absorbs the cost of 9 credits of tuition per year for any teacher who has earned 24 credits beyond his or her Bachelor's degree. We also encourage certified and support personnel to attend conferences relevant to the needs of our current student population. We have found that offering tuition as a benefit insures that we retain most of our staff until retirement. We have also found that such offerings enhance our leadership in staff-recruitment.

Expansion of Continuum of Supports and Services

The Sayre Area School District engages in a collaborative process with the local Intermediate Unit whenever a need arises that necessitates the initiation or expansion of supports and services for students with disabilities (for both traditional and non-traditional placements). The local Intermediate Unit schedules monthly meetings for special education coordinators to gather and network regarding the continuum of supports and services offered to students in individual districts as well as within the consortia. The Intermediate Unit also conducts an "Annual Needs Assessment" that measures and monitors the growing and changing needs of students within our four counties. The director of the Intermediate Unit collects and analyzes the data and reports his findings to the special education coordinators. If the need is specific to students within an individual district, the director of the IU collaborates with the corresponding special education coordinator to find solutions for initiating or expanding the continuum of supports offered for students with disabilities within that specific district. If the need is low within specific districts but high within an entire county, the director of the IU collaborates with the corresponding special education coordinators to develop a plan for initiating or expanding the continuum of supports for students with disabilities.

Beyond the initial collaboration, the director of the IU solicits volunteers to serve on a committee to further investigate how to best serve the most students to the maximum extent possible. The committee further collaborates with members of interagency teams, school consortia, private and public service providers, and other county- or state-operated programs. Once the committee has gathered sufficient data and identified possible solutions, the committee meets with the remaining special education coordinators to review the service options. The director of the IU assists the coordinators with choosing a solution that benefits the most students to the maximum extent possible. Our Intermediate Unit has effectively utilized this collaborative process to develop programs for students with Emotional Disturbances as well as for students with Autism in our county. The Intermediate Unit has also utilized this collaborative process to improve upon and expand the delivery of Early Intervention services to students with disabilities within our county. Students within the Sayre Area School District have benefited greatly from this collaborative process. We fully utilize all three services that have been initiated or expanded over the past five

years.

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	IU	Snyder Elementary School	E	GE	I	DHIS	5	12	1	
-	IU	Sayre High School	S	GE	I	DHIS	13	21	1	
-	SD	Snyder Elementary School	E	GE	I	SLS	5	12	49	.75
-	SD	Sayre High School	S	GE	I	SLS	13	18	7	.25
-	SD	Sayre High School	S	GE	PT	LS	16	20	11	1.00
-	SD	Sayre High School	S	GE	PT	LS	14	16	8	1.00
-	SD	Sayre High School	S	GE	I	LS	15	19	23	1.00
-	SD	Sayre High School	S	GE	I	LS	12	16	11	1.0
-	SD	Sayre High School	S	GE	I	LS	13	17	18	1.0
-	SD	Snyder Elementary School	E	GE	R	LS	11	13	13	1.0
-	SD	Snyder Elementary School	E	GE	I	LS	7	11	22	1.0
-	SD	Snyder Elementary School	E	GE	R	LS	10	12	10	1.0
-	SD	Snyder Elementary School	E	GE	R	LS	5	10	20	1.0
-	IU	Snyder Elementary School	E	GE	I	BVIS	5	8	1	1.0

Justification: We contract with the IU to provide Hearing Support and Vision Support services to students K-12. At the present time, both support teachers work with their respective students in one-on-one situations or in the general education setting with same age peers.

Our Speech and Language Therapist provides age appropriate individual and small group instruction at both the elementary and high school levels.

Our Elementary Learning Support Teachers provide specially designed instruction within the general education classrooms and within age-appropriate small-group settings.

Support Staff (District)

School District: Sayre Area SD

ID	OPR	Title	Location	FTE
-	SD	Personal Care Assistant	Snyder Elementary School	1.00
-	SD	Personal Care Assistant	Snyder Elementary School	1.00
-	SD	Personal Care Assistant	Snyder Elementary School	1.00
-	SD	Personal Care Assistant	Snyder Elementary School	1.00
-	SD	Personal Care Assistant	Snyder Elementary School	1.00
-	SD	Personal Care Assistant	Snyder Elementary School	1.00
-	SD	Instructional Assistant	Snyder Elementary School	1.00
-	SD	Instructional Assistant	Sayre High School	1.00
-	SD	Personal Care Assistant	Sayre High School	1.00
-	SD	Personal Care Assistant	Sayre High School	1.00
-	SD	Personal Care Assistant	Sayre High School	1.00
-	SD	Personal Care Assistant	Sayre High School	1.00
-	SD	Personal Care Assistant	Sayre High School	1.00
-	SD	Special Education Secretary	District	1.00
-	SD	School Psychologist	District	1.00

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	BLAST IU 17	DHIS	2 Hours
-	BLAST IU 17	BVIS	1 Hours
-	BLAST IU 17	Physical Therapy	60 Minutes
-	BLAST IU 17	Emotional Support Services	5 Days
-	BLAST IU 17	Autism Support Services	5 Days
-	Sensational Kids	Occupational and Physical Therapy	3 Days
-	Northern Tier Career Center	Vocational Training	5 Days
-	Serve, Inc.	Vocational Training	5 Days
-	Penn York Opportunities	Vocational Training	5 Days
-	Athens School District	Life Skills Support	5 Days
-	Athens School District	Emotional Support	35 Hours
-	Towanda School District	Life Skills Support	5 Days
-	BLAST IU 17	School Social Work Services	3 Hours
-	BLAST IU 17	School Psychological Services	2 Days
-	BLAST IU 17	Enrichment/Gifted Education	3 Days
-	Futures Community Support Services	Non-traditional placements	5 Days
-	Towanda Memorial	Physical therapy, occupational therapy,	5 Hours

	Hospital	and speech therapy	
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ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS

School Years: 2008 - 2011

The Sayre Area SD within BLaST IU 17 assures that the school district will comply with the requirements of 22 PA Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code Â§14.104:

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 report 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 assures 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.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

Board President

Date

Superintendent

Date