
Pennsylvania Department of Education



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

Special Education Plan

August 4, 2006

Entity: Brandywine Heights Area SD

Address: 200 W Weis St
Topton, PA 19562-1532

Phone: (610) 682-5100

Contact Name: John Curtin

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Brandywine Heights Area SD	Berks County IU 14	John Curtin, Ed.D.	5	2011	367

District Special Education Contact:

Name	Title	Phone	Fax	Email
Michael D. Barr	Director of Special Education	610-682-5181	610-682-5184	micbar@bhasd.k12.pa.us

Current Program Strengths and Highlights

The Special Education Department administers programs in accordance with the I.D.E.I.A. and the Pennsylvania Standards and Regulations when providing services and programs for students with disabilities. Through a continuum of services, they are offered a free appropriate education in the least restrictive environment. Student needs are met through strategies such as creative educational programming for low incidence populations, innovative forms of Specially Designed Instruction and when required, out-of-district programs for students with particularly special needs.

The faculty participate in continuing professional development through monthly program meetings where current issues in Special Education are discussed. In addition, they have received training in the Progress Monitoring process and the SRA Reading Mastery and the Corrective Reading programs. Upcoming trainings include the SRA Comprehension program, Written Expression, the Saxon Math program and the SRA Corrective Math program.

The Special Education Department actively participates in the ACCESS program. The department continues to seek other grant monies to further support the needs of students with special needs.

Enrollment Differences

Category	District Enrollment	State Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
Autism	1.91%	2.82%	True	20% below	The district has a small population (2011) and proportionately a small number of students identified with Autism.
Deaf-Blindness	0%	0.02%	False	There is no discrepancy.	There is no discrepancy.
Emotional Disturbance	5.18%	9.63%	True	20% below	The district has an overall small population and a proportionately small number of students identified with Emotional Disturbance.
Hearing Impairment including Deafness	0.82%	1.10%	True	20% below	The district has an overall small population and proportionately a small number of students with Hearing Impairments.
Mental Retardation	4.63%	9.95%	True	20% below	The district has an overall small population and a proportionately small number of students with Mental Retardation.
Multiple Disabilities	1.63%	1.08%	True	20% above	Students identified with Multiple Disabilities have moved to the district in foster family situations.
Orthopedic Impairment	0%	0.36%	True	20% below	There are no identified students in the school district with this disability.
Other Health Impairment	1.63%	3.48%	True	20% below	The district has an overall small population and a proportionately small number of students with Other Health Impairment.
Specific Learning Disability	65.40%	54.38%	True	20% above	The school district is examining the Response to Intervention model and has plans for adopting it in an effort to eliminate this discrepancy.
Speech of Language Impairment	18.53%	16.31%	False	There is no discrepancy.	There is no discrepancy.
Traumatic Brain Injury	0.27%	0.42%	False	There is no discrepancy.	There is no discrepancy.

Visual Impairment including Blindness	0%	0.44%	False	There are no students in the school district whose primary exceptionality is Visual Impairment.	None at this time.
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Ethnicity Enrollment Differences

Category	District Enrollment	Spec. Ed. Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
American Indian/Alaskan Native	0.15%	0%	True	20% below	The school district has a small population of students with this ethnicity and identifies students who are eligible regardless of ethnicity.
Asian/Pacific Islander	0.35%	0%	True	20% below	The school district has a small population of students with this ethnicity and identifies students who are eligible regardless of ethnicity.
Black (Non-Hispanic)	0.55%	0.27%	True	20% below	The school district has a small population of students with this ethnicity and identifies students who are eligible regardless of ethnicity.
Hispanic	0.55%	0%	True	20% below	The school district has a small number of students with this ethnicity and identifies students who are eligible regardless of ethnicity.
White (Non-Hispanic)	98.41%	99.73%	False	There is no discrepancy.	There is no discrepancy.

Exiting Statistics

State Graduation	State Dropout	District Graduation	District Dropout	Is Disp.?	Data Analysis	Plans for Improvement
92.02%	6.75%	95.00%	5.00%	False	There is no discrepancy.	There is no discrepancy.

Facilities for Nonresidential Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs as of Dec 1
None in our district	N/A	0

Incarcerated Students Oversight

We do not have a correctional institution within our district boundaries.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
We do not have any correctional institution in our district.	We do not have any correctional institution in our district.	0

Personnel Development - PA NCLB Goal #1

Topic	READING: Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards
Baseline Data	Progress Monitoring and DIBELS Assessment- PSSA results: Grade 3, 60% are Advanced or Proficient; Grade 5, 41% are Advanced or Proficient; Grade 8, 12.5% are Advanced or Proficient; Grade 11, 34.6% are Advanced or Proficient

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2006 and yearly thereafter	IU Staff	New Staff, Instructional Staff, Administrative Staff	Conferences	All new Special Education teachers will receive training in Progress Monitoring and the DIBELS assessment

Topic	SRA Reading Mastery
Baseline Data	PSSA results-Grade 3, 60% are Advanced or Proficient; Grade 5, 41% are Advanced or Proficient; Grade 8, 12.5% are Advanced or Proficient; Grade 11, 34.6% are Advanced or Proficient

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2006 and ongoing	IU Staff	New Staff, Instructional Staff, Administrative Staff	Conferences	All applicable staff will be trained in SRA Reading Mastery on an as needed basis.

Topic	SRA Corrective Reading
Baseline Data	PSSA results: Grade 3, 60% are Advanced or Proficient; grade 5, 41% are Advanced or Proficient; grade 8, 12.5% are Advanced or Proficient; grade 11, 34.6% are Advanced or Proficient

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2006,2007,2008,a nd 2009	IU Staff	Parent, New Staff, Instructional Staff	On-site Training with Guided Practice	All Special Education instructional staff will be instructed in the program as needed. Parents of Special Education students will be invited to attend informational meetings annually.

Topic	Saxon Math
Baseline Data	PSSA results: Grade 3, 67%are Advanced or Proficient and grade 5, 37.9% are Advance or Proficient

Anticipated	Training Partners	Training Participants	Training Format	Evidence of Results
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Training Dates		and Audience		
August 24 and August 25, 2006; on going	On-site training with representative from Saxon Math	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	All K to 6 Special Education instructional staff will have knowledge of and experience with the program, in order to implement it for the 2006-2007 school year.

Topic	SRA Corrective Math
Baseline Data	PSSA results: Grade 8, 12.5% are Advanced or Proficient; Grade 11, 11.5% are Advanced or Proficient

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
July/August 2006; ongoing	IU Staff	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	All 7-12 grade Special Education instructional staff will be prepared to implement the program beginning with the 2006-2007 school year.

Topic	IST/ Response to Intervention
Baseline Data	Currently, the Student Assistance Team follows the concept of the IST process. It does not include an Instructional Support teacher on the team. The district is currently evaluating the Reponse to Intervention model and anticipates attending workshops and conferences offered by the Department of Education to learn more about its implementation.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2006 and on going	PATTAN Staff, IU Staff	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	To hire an Instructional Support teacher and begin implementation of the Response to Intervention model with all appropriate staff trained in all its aspects prior to its inception.

Topic	Expressive Writing
Baseline Data	Currently, the school district uses a variety of writing programs to instruct students in this area.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2006; ongoing	IU Staff	New Staff, Paraprofessional, Instructional Staff,	On-site Training with Guided Practice	Adopt the Expressive Writing program as the only writing program in

		Administrative Staff		the district.
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Personnel Development - PA NCLB Goal #3

Topic	ASSISTIVE TECHNOLOGY: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs.
Baseline Data	Four classrooms are equipped with sound systems.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2006; ongoing	IU Staff, School district audiologist	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	All staff will be trained in the use of classroom sound systems as needed for students with auditory concerns. The district will begin to phase-in additional sound systems into classrooms for students who have auditory concerns.

Topic	LOW INCIDENCE: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
Baseline Data	Deaf/Blind 0.0%, Hearing Impaired 0.8%, Orthopedic Impairments 0.0%, Traumatic Brain Injury 0.3%, Visual Impairment (Blind) 0.0%

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2006; ongoing as needed	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	All staff who have direct contact with a student who has a low incidence disability, will be trained as needed in order to implement the student's IEP.

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
Baseline Data	1.9% Autistic population in district; 2.2% of support given to K-4 population

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2006	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	Berks County Intermediate Unit consultants will train all staff (including paraprofessional staff) in the basic concepts of the Autism Spectrum Disorder, K-12 instructional staff only.

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			
Baseline Data	Currently, all Special Education Instructional Aide positions are funded through the district General Fund. Federal law mandates that aides, whose positions are funded partially or totally with federal money, must receive selected course work in order to be considered as highly qualified. Given these guidelines, the school district is not requiring the aides to participate in this course work.			
Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Not applicable at this time.				Not applicable at this time.

Personnel Development - PA NCLB Goal #4

Topic	BEHAVIOR SUPPORT: Students with disabilities will interact with others in their school environments in an effective manner so that their behavior does not impede their learning or the learning of others			
Baseline Data	The Special Education instructional staff has a varied knowledge about writing Behavior Support Plans and providing input into Functional Behavior Assessments. As well, the staff has varied knowledge in the components of Manifestation Determinations and Special Education law as it pertains to Discipline of Special Education students. Para- professional staff need training in behavior modification strategies. Currently, there are three staff who are certified in Crisis Prevention Intervention (CPI).			
Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Ongoing, beginning in September 2006	IU Staff, School psychologist	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	All professional staff will be trained in writing Behavior Support Plans, providing input into Functional Behavior Assessments and Manifestation Determinations and Special Education law as it relates to Discipline of Special Education students. Para-professional staff will be trained in behavior modification strategies. Train all Special Education staff in Crisis Prevention Intervention (CPI).

Personnel Development - PA NCLB Goal #5

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			
Baseline Data	The Berks County Intermediate Unit operates the Early Intervention programs. The school district coordinates the Transition process for students ages 16 and older.			
Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2006 and ongoing	IU Staff	Parent, New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences	<p>Training for parents to assist them in the transitioning process from Early Intervention to school-age programs.</p> <p>The receiving school-age teacher should attend the IEP meeting when a student is transitioning from an Early Intervention program</p>
September 2006 and ongoing	IU Staff	Parent, New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences	<p>Transition plans will be developed during the school year the student turns 16 years of age</p> <p>The Transition plan will be implemented during the school year the student turns 16 years of age</p> <p>For all students 16 years of age and older, ensure that all team members are listed in the student's IEP. These include agency staff.</p> <p>Invite parents and current Special Education teachers to agency meetings which inform the students about specific post-secondary programs, ie. technical institutes, colleges and specific jobs.</p>

				<p>Develop a list of agencies and describe what services they provide. This list will be presented to parents at IEP meetings, so they may more actively participate in the Transition process</p> <p>Students will be provided with detailed information about the Berks County Technical Center (BCTC)</p> <p>Students will be provided with detailed information about colleges, majors offered, and course guides</p> <p>The district Transition Coordinator is responsible to facilitate the Transition plans from the time when a student turns 16 years of age until graduation</p>

Ensuring FAPE

Not needed at this time. If the need does arise, the school district contacts Thomas Engelman at the Berks County Intermediate Unit for assistance.

Hard-to-Place Students

The school district works collaboratively with neighboring districts, the Berks County Intermediate Unit, a neighboring Intermediate Unit, PaTTAN, and with approved private schools. At monthly Berks Administrators of Special Education (BASE) meetings, colleagues share any students they may encounter who need special placements and the situation is reviewed and experiences shared. The school district requests local interagency team consultation through the Berks County Children and Adolescent Service System Program (CASSP). When it is apparent that a student is at risk of waiting more than 30 days for an appropriate educational placement, the situation is immediately reported to the state Intensive Interagency Coordinator, Roni Russel.

Collaboration in Providing Services

The school district is a member of the county CASSP committee and works in concert with the county Office of Mental Health/Mental Reatrdation, the Office of Children and Youth and the Juvenile Probation Office. The Special Education Department invites case managers and Provider 50 representatives from these agencies to

IEP meetings. Their attendance facilitates the placement of students with disabilities. As well, phone and e-mail contacts are made as needed to inform one another of the students' placement status.

Improving Program Capacity

The school district plans to continue to use the interagency approach to improve its program capacity through ongoing communication with other pertinent agencies who support students with disabilities. In this way as new programs open and varied approaches develop, the school district will be informed and have the ability to proactively meet the needs of students.

Coordination of Available Funds/Resources Usage

The school district participates in the ACCESS program and is reimbursed for approved services.

Number of Students Billed to ACCESS

160

Ensuring Maximum Integration

The school district enforces the I.D.E.I.A. regulation of the Least Restrictive Environment. I.E.P. meetings are attended by all required participants and every effort is made to educate children with disabilities with non-disabled children. When this cannot be achieved satisfactorily, the continuum of services is utilized as needed. Continued monitoring of student progress ensures that the students are placed appropriately, with the goal of returning them to an environment where they are educated with non-disabled children.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Devereux CARES Program	Approved Private Schools	Full-Time Autistic Support	1
Centennial School	Approved Private Schools	Full-Time Emotional Support	3
Centennial School	Approved Private Schools	Full-time Life Skills Support	1
Carbon-Lehigh Intermediate Unit	Other	Full-Time Multiple Disabilities Support	1
Community Service Foundation, Alternative Education Program	Other	Full-time Emotional Support	2
Exeter School District	Neighboring School Districts	Full-time Autistic Support	1
Kidspace	Other	Full-time Emotional Support	1
Kutztown Elementary School	Neighboring School Districts	Part-Time Life Skills Support	2
Kutztown High School	Neighboring School Districts	Part-Time Learning Support	1
BCIU, Alsace Alternative Education Program	Other	Full-Time Emotional Support	1
Opportunities School	Other	Full-time Emotional Support	3
Scranton State School for the Deaf	Approved Private Schools	Full-time Deaf/Hard of Hearing Support	1
BCIU Preparation for Adult Life Program	Other	Part-Time Life Skills Support	2
Tri-County Academy	Other	Full-Time Emotional Support	1

LRE Data Analysis

SE Outside Regular Classroom < 21%	SE Outside Regular Classroom 21-60%	SE Outside Regular Classroom > 60%	Special Education students in Other Settings	Data Analysis	Plans for Improvement
49.05%	44.41%	3.00%	3.54%	<p>State reporting 44.4.% for students in Special Education <21% of the time. State reporting 35.2% of students in Special Education between 21-60% of the time. State reporting 16.1% of students in Special Education >61% of the time.</p>	<p>The district is in line with the state percentage of students in Special Education <21% of the time. The district plans to adopt the Response to Intervention model in order to decrease the district percentage of students who receive Special Education between 21-60% of the time. The district is in line with the state percentage of students who receive Special Education >60% of the time.</p>

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
-	SD	District-Topton Elementary School	E	GE	R	LS	7	9	20	1.0
-	SD	District-Topton Elementary School	E	GE	R	LS	9	11	16	1.0
-	SD	District-Topton Elementary School	E	GE	R	LS	9	11	17	1.0
-	SD	District-Topton Elementary School	E	GE	PT	AS	7	9	10	1.0
-	SD	Brandywine Heights Middle School	M	GE	R	LS	11	13	20	1.0
-	SD	Brandywine Heights Middle School	M	GE	R	LS	11	13	20	1.0
-	SD	Brandywine Heights Middle School	M	GE	R	LS	13	14	20	1.0
-	SD	Brandywine Heights Middle School	M	GE	R	LS	13	15	20	1.0
-	SD	Brandywine Heights Middle School	M	GE	R	LS	14	15	19	1.0
-	SD	Brandywine Heights Middle School	M	GE	PT	ES	11	14	9	1.0
-	SD	Brandywine Heights High School	S	GE	R	LS	14	16	18	1.0
-	SD	Brandywine Heights High School	S	GE	R	LS	14	16	16	1.0
-	SD	Brandywine Heights High School	S	GE	R	LS	15	17	17	1.0
-	SD	Brandywine Heights High School	S	GE	R	LS	16	19	18	1.0
-	SD	Brandywine Heights High School	S	GE	R	LS	15	19	19	1.0
-	SD	Brandywine Heights High School	S	GE	I	LS	16	18	29	1.0
-	SD	Brandywine Heights High School	S	GE	PT	LSS	13	20	11	1.0
-	SD	Brandywine Heights	E	GE	PT	AS	9	10	7	1.0

Justification:

During the 2005-2006 school year, additional students have been identified as needing an Autistic Support program. In response to the increased need for programming, the school district will open a new Autistic Support program which will serve identified students, beginning with the 2006-2007 school year. Information about this new program is indicated in the last row of the Program Profile above.

The Life Skills Support program located in the high school is over the age range of four years for a secondary class. All parents of students in the class are aware of this and have agreed, through the IEP process, that the program is appropriate.

Support Staff (District)

School District: Brandywine Heights Area SD

ID	OPR	Title	Location	FTE
-	SD	Psychologist	All schools	1.00
-	SD	Speech Therapist	District-Topton Elementary School	1.00
-	SD	Speech Therapist	Middle School and High School	0.90
-	SD	Speech Therapist	Longswamp Elementary, Rockland Elementary, and District-Topton Elementary Schools	0.70
-	SD	Director of Special Education	All schools	1.00
-	SD	Instructional Aide	District-Topton Elementary School	1.00
-	SD	Instructional Aide	District-Topton Elementary School	1.00
-	SD	Instructional Aide	District-Topton Elementary School	1.00
-	SD	Instructional Aide	District-Topton Elementary School	1.00
-	SD	Instructional Aide	District-Topton Elementary School	1.00
-	SD	Instructional Aide	District-Topton Elementary School	1.00
-	SD	Instructional Aide	Middle School	1.00
-	SD	Instructional Aide	Middle School	1.00
-	SD	Instructional Aide	Middle School	1.00
-	SD	Instructional Aide	Middle School	1.00
-	SD	Instructional Aide	Middle School	1.00
-	SD	Instructional Aide	Middle School	1.00
-	SD	Instructional Aide	High School	1.00
-	SD	Instructional Aide	High School	1.00
-	SD	Instructional Aide	High School	1.00
-	SD	Instructional Aide	High School	1.00
-	SD	Instructional Aide	High School	1.00
-	SD	Instructional Aide	High School	1.00
-	SD	Instructional Aide	High School	1.00
-	SD	Secretary	All schools	1.00

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	Berks County Intermediate Unit	Vision Teaching	45 Minutes
-	Austill's Rehabilitation Services	Occupational Therapy	25 Hours
-	Austill's Rehabilitation Services	Physical Therapy	9 Hours
-	Virginia Grim	Hearing Therapy	3 Hours
-	Kerry Klinger	School Therapist	21 Hours