

Special Education Annual Report

2017-2018

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Special Education Regulations

The staffing decisions in the Special Education Department are driven by IDEIA and Chapter 14 regulations. These regulations control the maximum number of students allowed on teacher caseloads by level of services and types of services. Decisions made by IEP teams also effect staffing decisions as regulations require students to be educated in the least restrictive environment with supplemental aids and services. The goal is to provide appropriate services to students K-12. Professional positions and support staff changes have been made based on student needs and teacher caseload numbers.

A. Caseload

§ 14.105. Personnel.

(c) *Caseload.*

(1) The following words and terms, when used in this subsection, have the following meanings, unless the context clearly indicates otherwise:

(i) *Full-time.* Special education supports and services provided by special education personnel for 80% or more of the school day.

(ii) *Itinerant.* Special education supports and services provided by special education personnel for 20% or less of the school day.

(iii) *Supplemental.* Special education supports and services provided by special education personnel for more than 20% but less than 80% of the school day.

(2) The following chart represents the maximum number of students allowed on a teacher's caseload:

	Itinerant	Supplemental	Full Time
Learning Support	50	20	12
Life Skills Support	20	20	12(Grades K-6) 15(Grades 7-12)
Emotional Support	50	20	12
Deaf And Hearing Impaired Support	50	15	8
Blind And Visually Impaired Support	50	15	12
Speech And Language	65		8
Physical Support	50	15	12
Autistic Support	12	8	8
Multiple Disabilities	12	8	8

(3) Each student with a disability shall be assigned to a special education teacher's caseload.

(4) A school district may request approval for a caseload chart that varies from that in paragraph (2) as part of its special education plan consistent with § 14.104 (relating to special education plans). The caseload and supporting documents submitted must:

(i) Ensure the ability of assigned staff to provide the services required in each student's IEP.

(ii) Apply to special education classes operated in the school district.

(iii) Provide a justification for why the chart deviates from the caseload chart in paragraph (2).

(iv) Describe the opportunities for parents, teachers and other interested parties to review and comment on the chart prior to its submission. The district shall provide and include a copy of the notice to the public indicating the district

intends to request a waiver of caseload regulations and a description of how parents, teachers and other interested parties were provided opportunities to give comment on the waiver request.

(5) Classes or programs with students from more than one district, regardless of whether operated by a school district, intermediate unit or agency, shall follow the caseload chart of the district where the class or program is located.

Intermediate unit services provided to multiple districts must follow the caseload chart under paragraph (2).

(6) Caseloads are not applicable to approved private schools or to chartered schools for the deaf and blind.

(7) The Department may withdraw approval of variance in the caseload chart for a school district if its caseload is determined to be inadequate. The Department will consider at least the following indicators when making the determination:

(i) Graduation rates of students with a disability.

(ii) Drop-out rates of students with a disability.

(iii) Postsecondary transition of students with a disability.

(iv) Rate of grade level retentions.

(v) Statewide and district-wide assessment results as prescribed by §§ 4.51 and 4.52

B. PDE Cyclical Monitoring Action Items

1. Drop Out Rates (Status: Closed, Satisfactory)

§ 300.43 Transition services.

(a) *Transition services* means a coordinated set of activities for a child with a disability that—

(1) Is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other post-school adult living objectives; and

(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) *Transition services* for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

(Authority: 20 U.S.C. 1401(34))

2. Least Restrictive Environment (Status: Closed due to Action Plan)

§ 14.145. Least restrictive environment requirements.

Students with disabilities shall be educated in the least restrictive environment. Each school entity shall ensure that:

(1) To the maximum extent appropriate, and as provided in the IEP, the student with a disability is educated with nondisabled peers.

(2) Special classes, separate schooling or other removal of a student with a disability from the regular education class occurs only when the nature or severity of the disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily.

(3) A student may not be determined to require separate education because the child cannot achieve at the same level as classmates who do not have disabilities if the child can, with the full range of supplementary aids and services, make meaningful progress in the goals included in the student's IEP.

(4) A student may not be removed from or determined to be ineligible for placement in a regular education classroom solely because of the nature or severity of the student's disability, or solely because educating the student in the regular education classroom would necessitate additional cost or for administrative convenience.

(5) School entities shall be required to provide access to a full continuum of placement options.

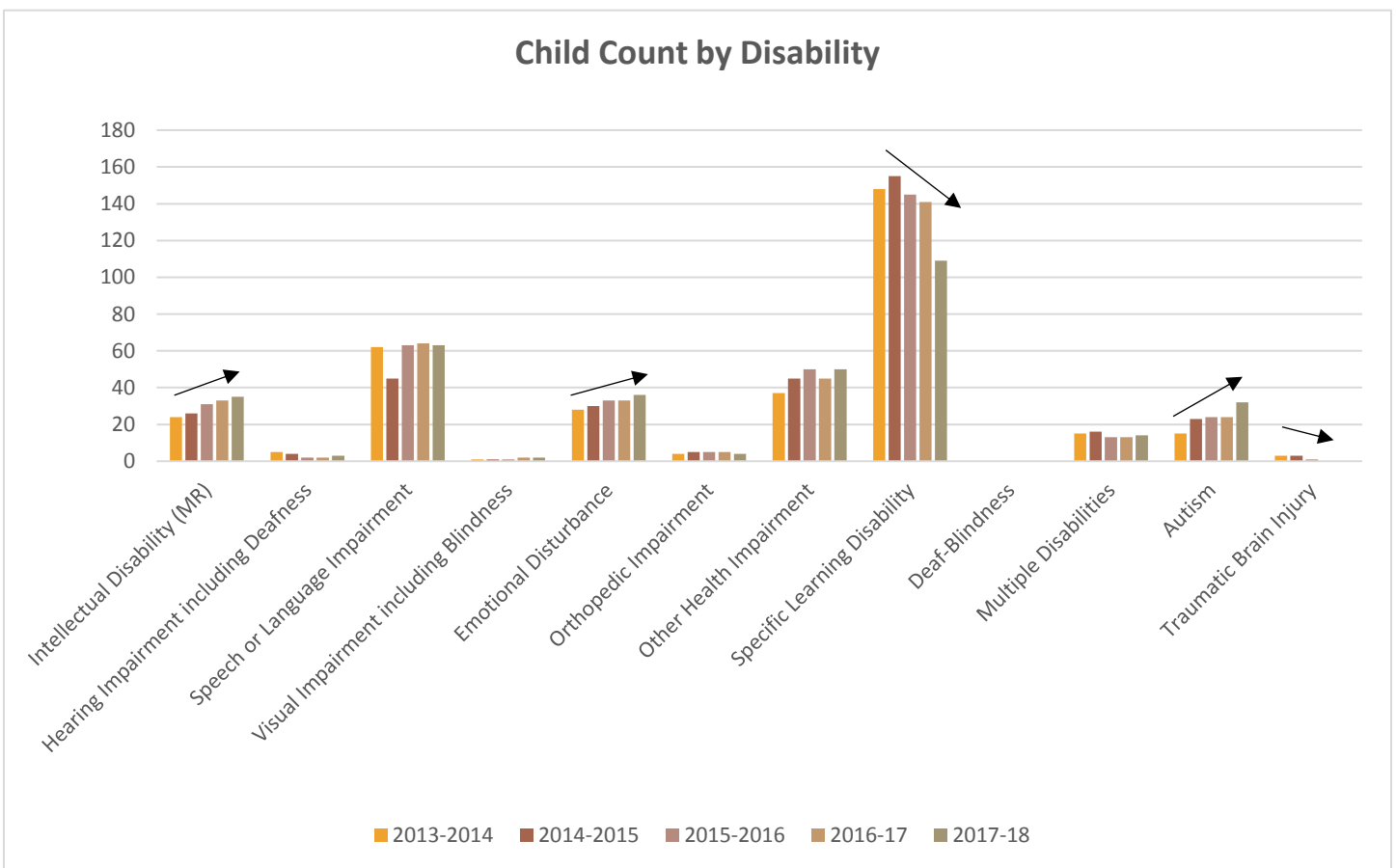
C. Students

Special Education December 1 Child Count PIMS Report

2013-14	2014-15	2015-16	2016-17	2017-18
342	353	368	364	348

Changes in Child Count

Newly Student Eligible for Special Education	Students Exited from Special Education	Students Eligible for Special Education Moved Into District	Students Eligible for Special Education Moved Out of District	Anticipated Graduates	Anticipated New Kindergarten Students
21	14	27	38	32	14



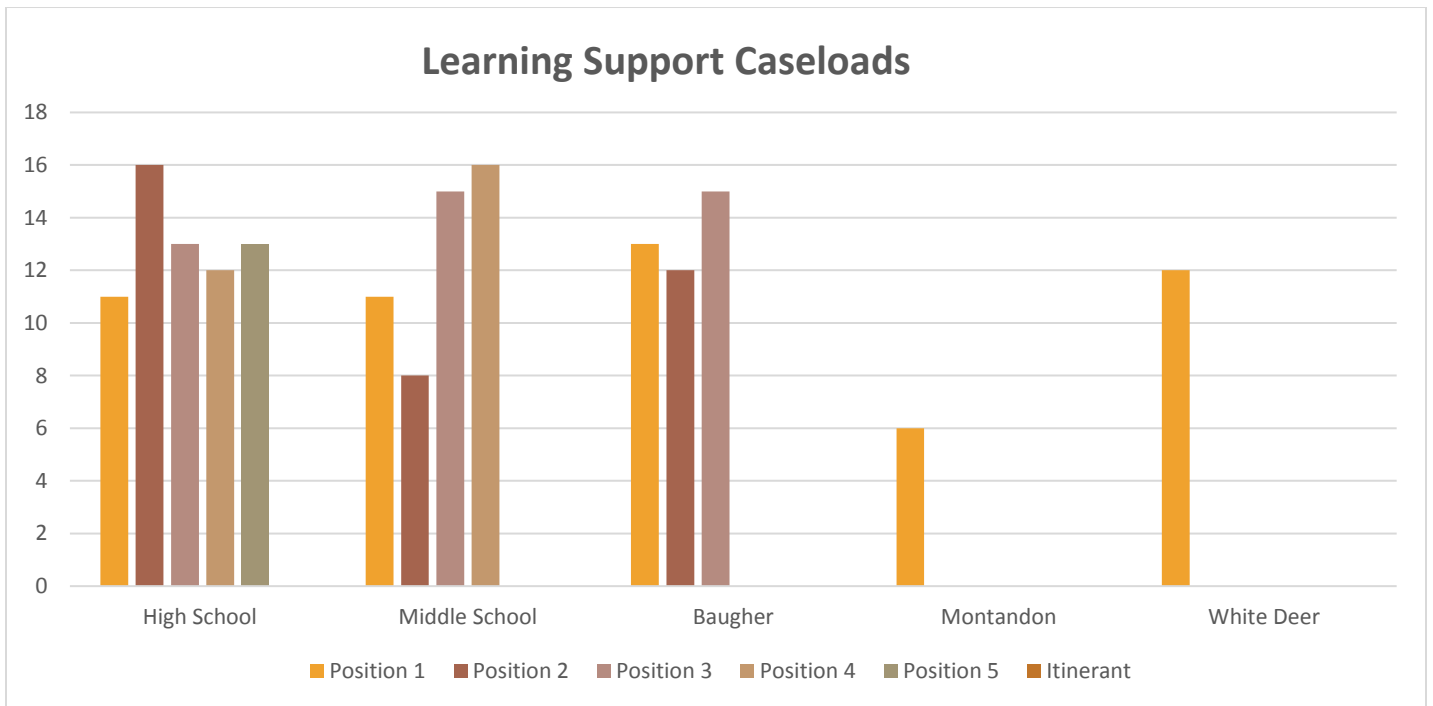
D. Staffing

District-Wide Positions	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Assistant Director of Special Education	0	0	0	0	0	1
Speech & Language	3	3	3	3	3	4
School Psychologist	0.8	1.5	1.75	1.5	2	2
Social Worker	1	1	2	2	2	2
Transition Coordinator	Stipend	Stipend	1	1	1	1

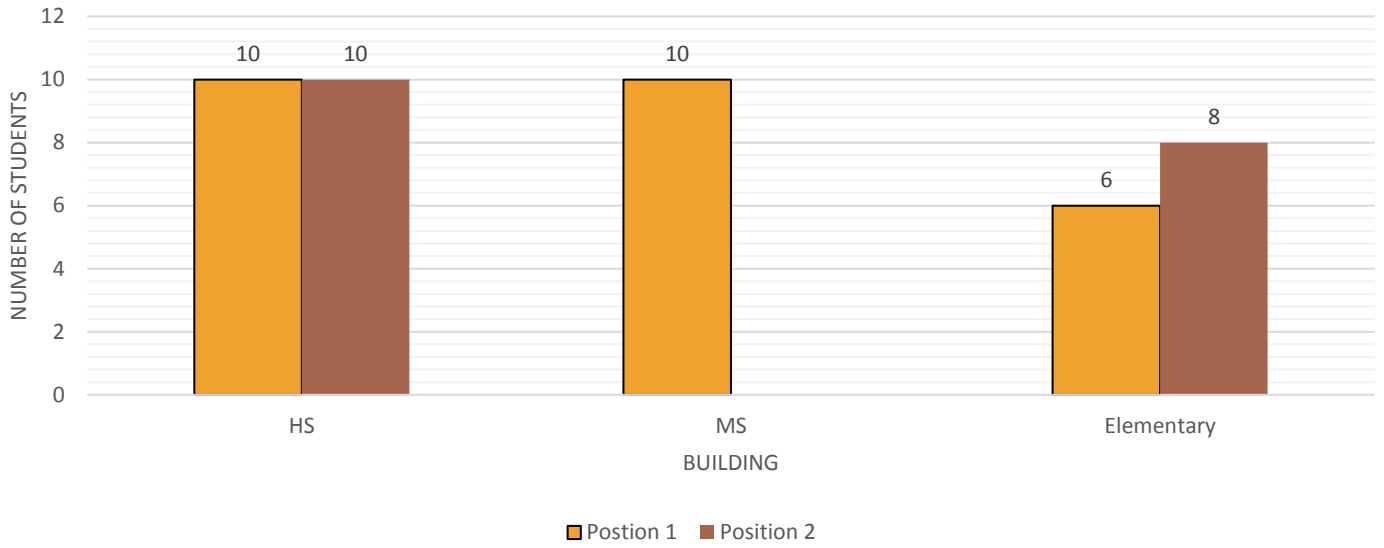
Building	Classroom	# Professional Staff					
		2012-13	2013-14	2014-15	2015-16	2016-2017	2017-18
ES	Life Skills	1	1	1	2	2	2
	Learning Support	6	6	5	4	5	5
	Itinerant Support	0	0	1	1	0	0
	Autistic Support	0	0	1	1	1	1
	Emotional Support	0	0	0	0	1	1
MS	Emotional Support	1	1	1	1	1	1
	Life Skills	1	1	1	1	1	1
	Learning Support	5	5	5	4	4	4
	Multiple Disability Sup.	0	0	0	0	1	1
	Autistic Support	0	0	0	1	1	1
HS	Life Skills	1	1	2	2	2	2
	Learning Support	4	4	5	5	5	5
	Autistic Support	0	0	0	0	1	1
	Emotional Support	0	1	2	2	2	2

Building	Classroom	# Support Staff					
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ES	Life Skills	2	3	3	6	5	4
	Learning Support	10	9	6	3	3	3
	Emotional Support	0	0	0	0	1	1
	Autistic Support	0	0	4	4	4	3
MS	Emotional Support	2	1	1	1	1	2*
	Life Skills	2	2	2	2	2	2
	Learning Support	8	6.5	5	3	2	2*
	Multiple Disability Support	0	0	0	0	1	2
	Autistic Support	0	0	0	1	1	0
HS	Life Skills/Transition	3	3	5	7	5	4
	Learning Support	4	4	2.5	3.5	2.5	2.5
	Emotional Support	0	1	2	2	1	1*
	Autistic Support	0	0	0	0	0	0

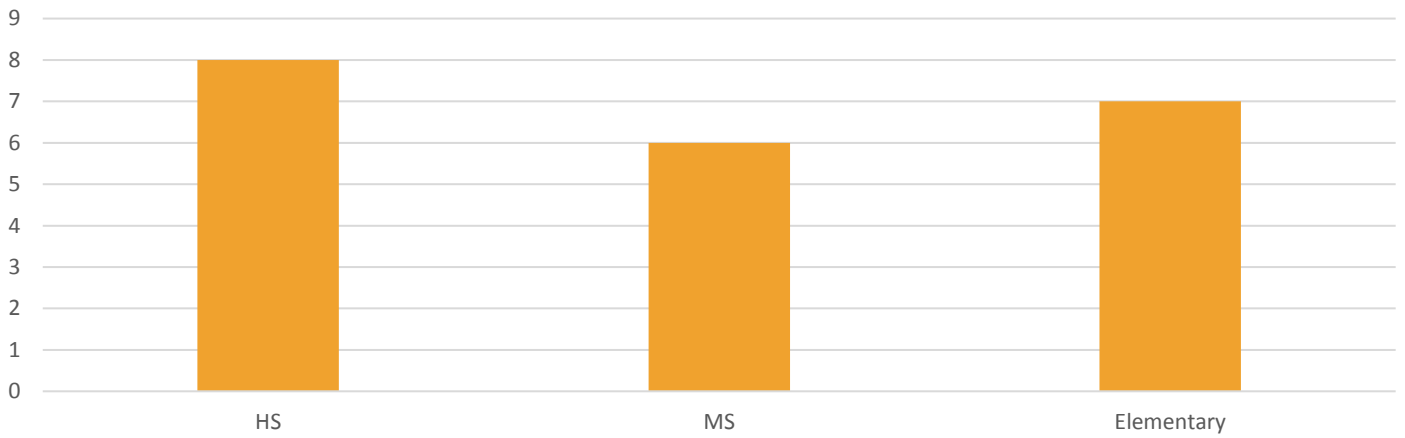
*positions open



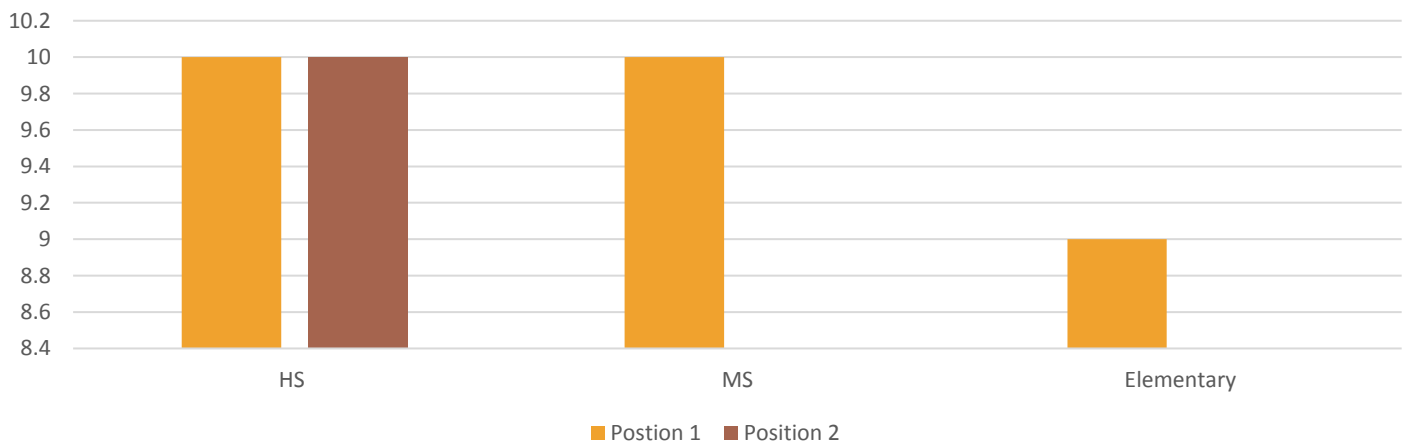
Life Skills Support Caseloads



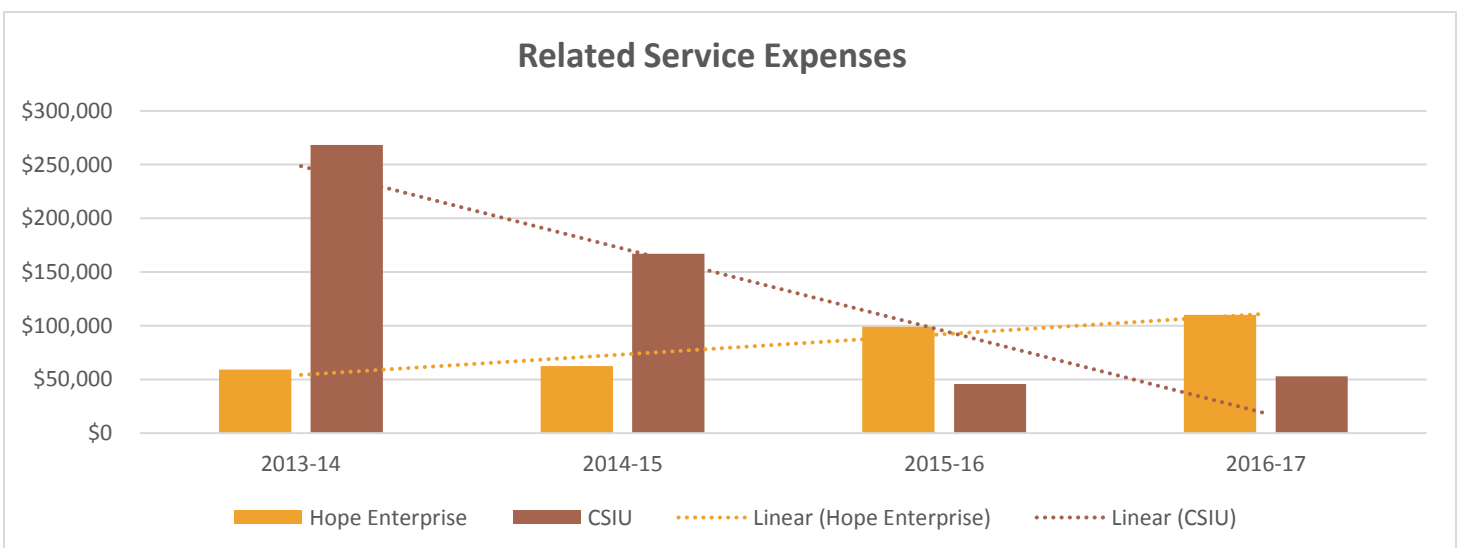
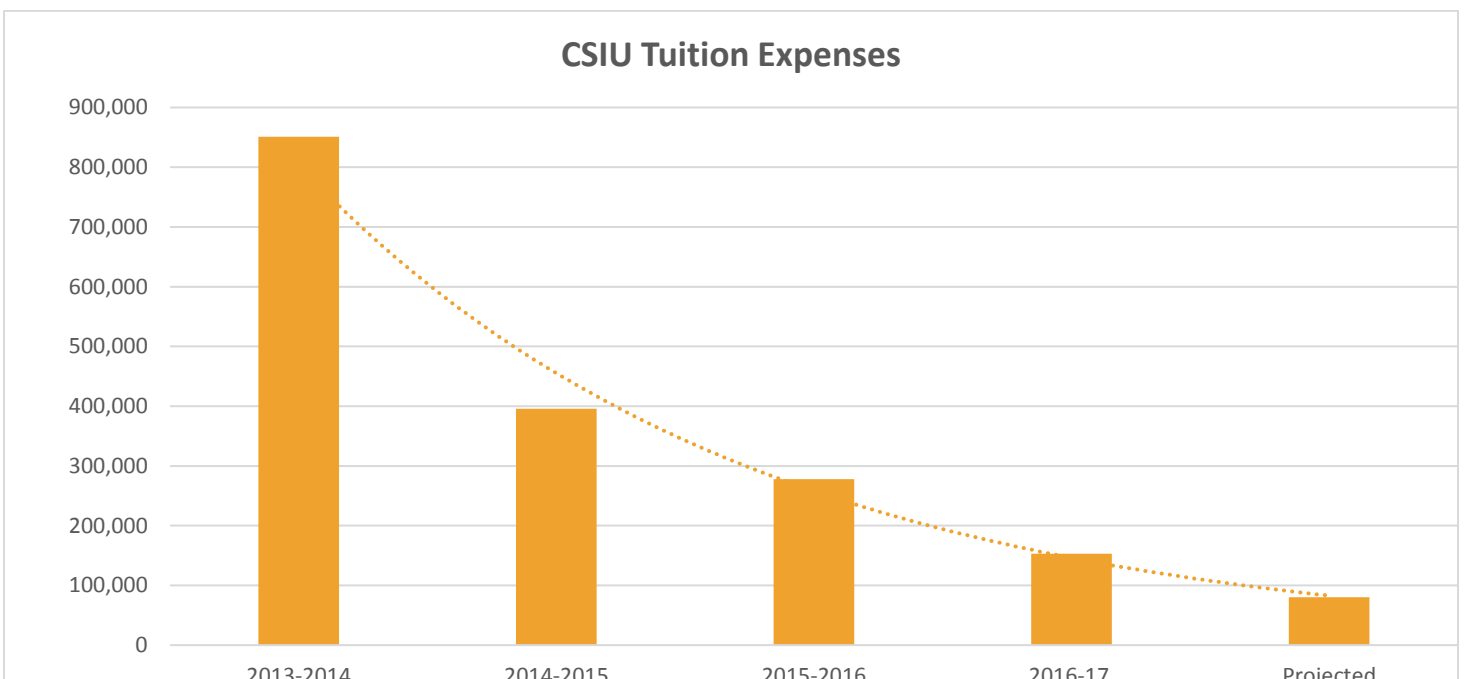
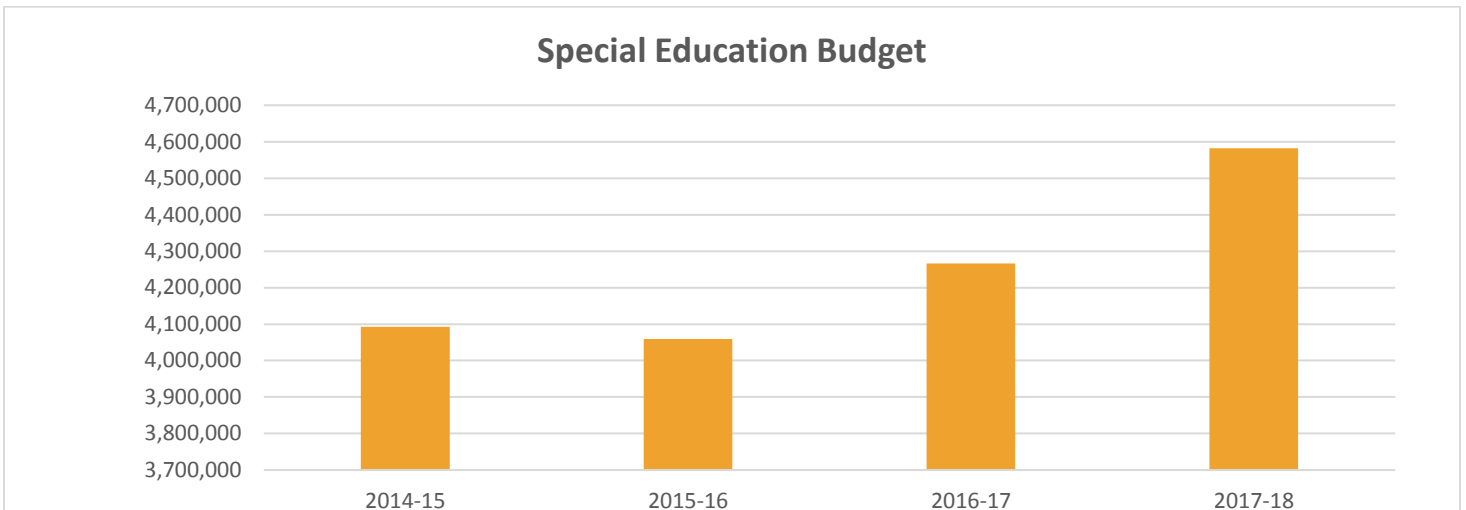
Autistic Support Caseloads



Emotional Support Caseloads



E. Budget



Out of District Placement Expenses

	2015-16	2016-17	2017-18	2017-18
Location	Number of Students	Number of Students	Number of Students	Projected Tuition
Center County Corrections	0	1	0	\$0.00
5 Star Emotional Support	1	0	0	\$0.00
5 Star PHP	1	1	0	\$0.00
New Story Selinsgrove (autistic)	2	2	4	\$200,000
Beacon Light RTF(autistic)	1	1	0	\$0.00
Southwood Hospital (autistic)	1	1	1	\$38,000
Hoffman Homes RTF	0	1	0	\$25,000
Warrior Run (MDS)	1	1	1	\$16,000
BSI - Danville (PHP)	5	1	2	\$30,000
BSI - Williamsport (PHP)	2	1	2	\$30,000
CSIU: Work Foundations	2	2	0	\$0.00
CSIU: Chief Shikellamy (HS)	1	1	1	\$32,000
CSIU: Shikellamy MS (HS)	1	1	1	\$32,000
CSIU: MDS	2	0	0	\$0.00
George Jr. Residential	0	0	1	\$20,000
Total	20	12	13	\$462,500

F. Recommendations

1. No increase or decrease in staff
2. Program adjustments due to student need will be fulfilled with current staff.