
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Special Education Report
Monday, June 29, 2009
(Last Last Approved Thursday, June 11, 2009)

Entity: Benton Area SD
Address: 600 Green Acres Rd
Benton, PA 17814-7603

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Benton Area SD	Central Susquehanna IU 16	Gary R. Powlus	2	750	124

District Special Education Contact:

Name	Title	Phone	Fax	Email
Judith A. Lapinski	Special Education Supervisor	570-925-0925	570-925-2651	jlapinski@bentonsd.k12.pa.us

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Blockus, Chris	Benton Area School District	Ed Specialist - School Counselor	Gary Powlus, Superintendent
Cathy Goode	Benton ASD	Other	District Education Specialists
Cathy Williams	Benton Area School District	Regular Education Teacher	Gary Powlus
Dr. Vanna Cleary	Benton ASD	Other	Gary Powlus
Fritz, Robin	Benton Area School District	Special Education Teacher	Gary Powlus, Superintendent
Gary Powlus	Benton ASD	Administrator	Gary Powlus
Joseph Goode	Benton ASD	Administrator	Gary Powlus
Laubach, Jill	Parent	Parent	Gary Powlus, Superintendent
Shelly Charles	Benton ASD	Parent	Gary Powlus
Tina Walters	Benton Area School District	Secondary School Teacher	Gary Powlus
William Pasukinis	Benton ASD	Administrator	Gary Powlus

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

Current Program Strengths and Highlights

The district's greatest strengths can be attributed to a dedicated staff who work collaboratively for the success of all students, proactive leadership, and, community support and involvement.

- The Benton Area School District maintains comprehensive partnerships with agencies and service providers. These partnerships include the Central Susquehanna Intermediate Unit, Valley Rehabilitation Services of Danville, Pa., Geisinger Medical Center, Synergy Systems, Columbia-Montour-Snyder Union MH/MR, Columbia County Assistance Office,

Columbia County Children and Youth, PATTAN, Bloomsburg University of Pennsylvania, the Office of Vocational Rehabilitation, Goodwill Industries, and others Partnerships support the school district in providing students with comprehensive, appropriate supports for educational success. Partnerships assist the district in maintaining a high level of staff development.

- Technology support within the School District assists with specific required state and federal reporting, electronic IEP development (IEP WRITER), student performance tracking (AIMSWEB), and accessibility to various sources of information (webinars and staff training).
- Pre-referral educational support and special education services are provided collaboratively within the regular education classroom environment by district regular education and learning support staff at all grade levels, but more comprehensively at the elementary level. The district has an established pre-referral process in place. To the greatest extent possible, students receive instruction within the regular classroom with adaptations and accommodations, as necessary. This allows them to make meaningful progress within the general education curriculum. Students requiring specially designed instruction and small group instruction in explicit academic skills receive varying levels of pull out services within the resource room setting, depending on degree of need. In addition, certain students receive instruction in the same skill areas at different times during the course of the day by different instructors (regular classroom teacher and Learning support teacher, for example). This re-teaching addresses student needs and aids in reaching curriculum anchors and benchmarks. Learning support service delivery at all grade levels is reassessed continually, and necessary changes are made depending on the special education needs present at any given time. Most students requiring learning support at the elementary and secondary levels participate with non-disabled peers in regular content classes and electives. Currently, several students at the primary and middle school levels are receiving an intensity of special education service that is more comparable to supplemental/full time learning support. Instruction in life skills is provided as necessary for some students placed in learning support programs within the district. This flexibility allows appropriate instruction to occur within the least restrictive educational environment. Learning support teachers often co-teach with regular classroom teachers, allowing for collaboration in the development of necessary accommodations and modifications for special education students. However, students requiring more intensive life skills support, emotional support, autistic support or multiple disabilities are instructed through programs in neighboring school districts.
- Benton Area School District contracts with the CSIU 16 for itinerant deaf/hearing impaired support, visual impaired support, autistic support, and social work support. Occupational and physical therapy services are contracted on an as-needed basis through a private service provider. Additionally, Benton contracts with an outside agency for the services of a blended/outreach coordinator who is currently in district on a full time basis. This staff member is available to provide case management, consultation, and counseling services for special education students in grades K through 12 as needed, in addition to providing services to regular education students.
- Students interested in vocational/technical education are able to apply to the Columbia-Montour Area Vocational/Technical School (CMAVTS). Typically, students apply during their eighth grade year for acceptance starting in ninth grade. However, under certain circumstances students are able to apply for attendance during their 10th grade or 11th grade years. Students in ninth grade have the opportunity to preview different vocational programs in order to assist them in deciding which program to pursue for tenth grade through graduation. Learning support services are provided for students attending the CMAVTS in accordance with each student's IEP. Additional necessary special education services are provided through IU or resident district programs.
- The Columbia-Montour Transition Council provides necessary support for students in the transition from high school to adult life. Transition teamings are scheduled each winter or spring, where members of local and regional agencies (OVR, MH/MR, etc.) meet with school personnel, students, and parents to discuss transition needs.

- The school district hosts an Alternative Education program. A regular education instructor and a special education teacher are in the program in addition to a Blended Counselor.
- The school district has an on site counselor who works with students both in school and in the community.
- Both general education staff and special education staff have participated in ongoing professional development as a group. Topics have included: **Least Restrictive Environment; Response to Intervention; Progress Monitoring; Differentiated Instruction; Standards Based Education/Writing IEPs; Legal Implications of IDEA; and, Adaptations and Modifications.**

Identifying Students with Learning Disabilities

The Benton Area School District complies with Pennsylvania Special Education guidelines for identifying students with specific learning disability (SLD). The district follows the procedures that are outlined in 14.125 of the guidelines, and in federal IDEA regulations (300.309). An evaluation team determines if the student meets the inclusionary criteria of the SLD definition and rules out exclusionary factors of this disability category. The Benton Area School District currently uses the traditional ability-achievement discrepancy approach for SLD determination. (The school district is in the initial stages of developing a Response to Intervention model in Grades K-6. The district has completed the Response to Intervention Initial summary for the purpose of developing a base line of information. The district is currently working with a curriculum representative from the CSIU to set forth a process of universal screening and data analysis.) In regards to exclusionary factors, documentation is made that the student's presenting academic and/or performance problems are not the result of a lack of instruction or of other disabilities or conditions. A student must meet the criteria under each factor of the SLD definition in order to qualify as a student with specific learning disabilities.

The Benton Area School District publishes Child Find annually by posting information on the school district website, as well as public posting in the local newspaper and posting via the central Susquehanna Intermediate Unit. Additionally, the "Superintendent's letter to Parents" summarizes Child Find. Parents are informed of Child Find upon enrolling their child in the District.

The School District conducts preschool transition meetings annually to review students who will be exiting preschool programs (Intermediate Unit operated, Head Start, etc) and who will be entering kindergarten. The educational team takes appropriate action to meet these students' needs upon kindergarten entry.

The School District conducts team meetings at all grade levels. The purpose of team meetings is to review general student progress, and to assist students who may be exhibiting needs. Appropriate interventions are provided to these students. Child Study Team occurs frequently at the Elementary School and Middle School. Team members include the student's general education teacher(s), school psychologist, guidance counselor(s), parents, building principal, Title 1 staff, technology staff, and, when appropriate, the special education teacher and supervisor. The Child Study team reviews student progress to determine the appropriateness of interventions and whether the student is making progress. The district relies primarily on the discrepancy model for identification of students who have a specific learning disability. As mentioned, Rtl is evolving.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Not significantly disproportionate.

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 Srvc's as of Dec 1
None exist within the district's boundaries.	None	0

Incarcerated Students Oversight

Benton Area School District is notified of the existence of students who reside within district boundaries who are incarcerated in facilities outside of the district's boundaries. The Benton Area School District does not have any such facilities located within its boundaries at the present time.

The school district implements a system of oversight 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). This oversight is accomplished in conjunction with the Central Susquehanna Intermediate Unit (CSIU).

The CSIU operates the program for incarcerated youth through the Adult Education program. The Benton Area School District works with the CSIU to assure that FAPE is provided. If the school district should have the need, services would be provided to all eligible students who choose the option of graduating with a diploma. A counselor from that program works with local law enforcement and courts to locate students under age twenty-one who are incarcerated within the regional facilities. The counselor meets with students and parents (when appropriate/possible) to determine whether the student has been identified as having a disability. The counselor contacts the local school districts to inform the district of necessary services for the student. This information is reported back to the Benton Area school District. The district would fulfill all obligations contained in Child Find.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvc's as of Dec 1
None exist within the district's	Not applicable	0

boundaries.

Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

The school district ensures that, to the maximum extent appropriate, children with disabilities are educated with non-disabled children, and that the removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.

Pre-referral educational support and special education services are provided in the regular classroom environment by the learning support teachers at all grade levels, but to a greater extent at the elementary level. Needed special education services are provided within the context of the regular classroom to the maximum extent possible in order to ensure that students are exposed to and can progress adequately within the general education curriculum. Identified special education students receive pull-out services from the learning support teachers and Title I teachers only for those instructional areas where their needs cannot be adequately met within the regular classroom (i.e., targeted areas identified on students' IEPs that require specially designed instructional strategies outside the regular classroom setting). Otherwise, children with disabilities are educated with non-disabled children to the maximum extent that is appropriate.

The school district utilizes site-based training, consultation and technical models of assistance available through PATTAN, the CSIU, and opportunities that are available through other private concerns. The following initiatives enhance or expand the continuum of supports/service and education placement options available within the the district to support students with disabilities access to the general education curriculum:

- All school district staff attended staff development on **Response to Intervention**. The process is more concise at the elementary level. All staff is aware of strategies that enable a student to participate in the general curriculum.
- All staff (grades K-12) in the school district has been informed of the legal obligations and practical implications of Least Restrictive Environment. **Attorney David Painter of Sweet, Stevens, Katz & Williams LLP**, provided a group presentation, as well as individual staff seminars. Attorney Painter remains available to staff via email to answer any questions that arise. This began in the Fall of 2008 and continues to the present.
- Throughout the 2008-09 school year, special education instructional staff has been involved in **Curriculum Mapping** together with the regular education staff with whom they teach (grades K-12). This ongoing process has been facilitated by the CSIU Curriculum Consultant.
- Throughout the 2008-09 school year, the school district has received on-site training/support in **Universal School Wide Positive Behavioral Support**. The emphasis has been with the elementary school community. This ongoing process has been facilitated by the CSIU "Behavioral Specialist". The presentation was accomplished in group "topic" session, as well as ongoing site-based consultation.
- **Paraprofessional** staff support students in the general environment. The district has twelve (12) paraprofessional staff, nine (9) of which have completed the **competency checklist**. Two will apply at the conclusion of the school year. One will apply during the 2010-2011 school year. Training has been provided by PATTAN. Paraprofessional staff also attend district staff development.

- All special education staff (K-12) and all elementary staff have participated in ongoing staff development on **Differentiated Instruction** throughout 2008-09 presented by Dr. William Yerger.
- **Co-teaching** is occurring on a limited basis in the LR Appleman Elementary School, and at the High School.
- With the assistance of the Curriculum Specialists from the CSIU, the district has initiated a **School Based Data Team** Process at the Elementary level.
- School District administrators have observed particular programs outside the Benton Area School District, and understand the values of keeping students in the least restrictive environment.
- The district is in the process of developing **Universal Screening** process at the elementary level.
- **Parents** receive printed information on LRE on a regular basis, and are made aware of the advantages of LRE.

Supplementary Aids and Services

Service/Resource	Description
Adaptations and Modifications to the Physical Environment	The district has, and will continue to make the following adaptations and modifications: furniture arrangements in environments; specific seating arrangements; individualized desk, chair, etc.; adaptive equipment; adjustments to sensory input; environmental aids; and, structural aids. Examples of each are available.
Collaboration: Adults Working Together to Support Students	The Benton Area School districts supports collaboration. Both the LR Appleman Elementary School and the Benton Area Middle/High School provide scheduled time for ALL staff to hold team meetings, and to plan cooperatively. Specific time is built into daily schedules for this to take place. Additional time is provided in cases that require additional consideration. Instructional arrangements that support collaboration are evident in paraeducator support at all levels. Nine out of twelve paraeducators in the district currently have a Credential of Competency. The district has provided staff development related to collaboration and is in the process of developing grade level data teams. The district has utilized the services of the CSIU to provide support for team members at the Middle School in the use of assistive technology for an individual student. Parents have scheduled opportunities to collaborate with staff. Three evenings per year are available for working parents. Parents are also provided to opportunity to attend district-sponsored trainings. School personnel collaborate in the development and delivery of SAS. This occurs at individual student meetings, in printed/electronic exchange, and at group staff development.

Development of Instruction that Meets Diverse Learning Needs	The district staff provides: modified curricular goals based on individual student needs; alternative ways for students to express learning; test modification; alternative materials and/or assistive technology; instruction on functional skills in the context of the typical routines in the regular classroom; varied methods of presentation; researched-based supplementary materials; and, instructional adaptations.
Social-Behavioral	The Benton Area School District provides supports and services to increase appropriate behavior and to reduce disruptive or interfering behavior. Specifically, the districts provides the following: social skills instruction; counseling supports; peer supports; individualized behavior support plans; modification of rules and expectations; and, cooperative learning strategies. Specific examples of each are available.
Supplementary Aids and Supports	The Benton Area School District recognizes that supplementary aids, services, and other supports that are provided in regular education classes, other than education-related settings, and in extracurricular and nonacademic settings to enable students with disabilities to be educated with nondisabled students to maximum extent appropriate in the least restrictive environment
The district provides services for screening, evaluations and testing with all students referred for special education services. The district employs a special education director and a school psychologist to coordinate all aspects of the special education plan and develop Individual Education Plans meeting the needs of every properly identified student. These staff, along with administrators, monitor compliance with state and federal guidelines.	The Benton Area School District has developed policies and procedures to ensure that all requirements of Chapter 14 of the Pennsylvania School Code and federal IDEA regulations are met.

LRE Data Analysis

Personnel Development Activities

Topic: Supplementary Aids and Services _ All professional staff (regular education and special education) and paraprofessional staff will participate in a series of staff development activities and programs that clarify the relationship of supplementary aids and services to least restrictive environment.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall/Winter 2009 Spring/Fall 2010 Winter/Fall 2011 Winter/Spring 2012	IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning	2009-2010 Students receiving Special Education services outside of the regular education classroom less than 21% of the day will increase by 2%. 2010-2011 Students receiving Special Education services outside of the regular education classroom less than 21% of the day will increase by an additional 2%. 2011-2012 Students receiving Special Education services outside of the regular education classroom less than 21% of the day will increase by an additional 5%.

Topic: Models of Supporting Students in Regular Education - All professional staff (regular education and special education) will attend an inservice that describes methods of supporting students in the general curriculum, ie, co-teaching, specially designed instruction, paraprofessional supports, allowable accommodations and modifications. These activities will continue throughout the duration of this plan.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2009, Winter 2009, Spring 2010	PATTAN Staff, IU Staff, Other school districts	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Speakers on site	2009-2010 The percentage of students who have an IEP and receive an itinerant level of

learning support instruction will increase by 2% (to replace supplemental level). The percentage of students who receive supplemental learning support will decrease by 2%.
 2010-2011 The % of students having an IEP and receive an itinerant (level) learning support will increase (and decrease in the areas of supplemental) by an additional 2% over the previous year.
 2011-2012 The % of students receiving an itinerant level of learning support will increase by an additional 5% and supplemental level will decrease by 5%.

Topic: Least Restrictive Environment Data Review - Regular education staff and special education staff will attend a presentation on the status of least restrictive environment as it pertains to the Benton Area School District.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2009-2010, Fall 2010-2011, Fall 2011-2012	IU Staff, PDE data reports	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Conferences	2009-2010 The percentage of students who have IEPs and who receive supplemental learning support will decrease by

2%, an increase in itinerant services will occur. 2010-2011 The percentage of students who have IEPs and who receive supplemental learning support will decrease by 2%. 2011-2012 The percentage of students who have an IEP and who receive supplemental support will decrease by an additional 5%.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Berwick Area School District	Neighboring School Districts	Emotional Support	4
Central Columbia School District	Neighboring School Districts	Life Skills Support	2
Millville Area School District	Neighboring School Districts	Life Skills Support	2
Berwick Area School District	Neighboring School Districts	Life Skills Support	1

Personnel Development for Improved Student Results

Technical Assistance and Training

Personnel Development Activities

Topic: AYP

There are currently no trainings entered for this topic.

Topic: Participation

There are currently no trainings entered for this topic.

Topic: Proficiency

There are currently no trainings entered for this topic.

Personnel Development - PA NCLB Goal #1

Reflections

There are currently no reflections selected for this section.

Personnel Development Activities

Topic: Data Based Decision Making - All professional staff (regular education and special education), and all paraprofessional staff will receive training on the following: data collection; compiling data; using data to make informed educational decisions for instruction.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall/Winter/Spring 2009 Fall /Winter/Spring/2010 Fall/Winter/Spring 2011 Fall/Winter/Spring 2012	PATTAN Staff, IU Staff, Independent contracts.	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	2009-2010 There will be a 2% increase in PSSA Math and PSSA Reading test results reflected in the scores of students who have IEPs. 2010-2011 There will be an additional 2% increase in PSSA Math and PSSA Teading test results reflected in the results of students who have IEPs. 2011-2012 There will be an additional 2% increase in PSSA Math and PSSA Reading

test results reflected in the results of students who have IEPs.

Topic: Math

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2009-2012 (ongoing) Data Based Decision Making	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	2009-2010 There will be a 2% increase in PSSA Reading and Math test scores of students who have IEPs. 2010-2011 There will be an additional 2% increase in PSSA Math and Reading test scores of students who have IEPs. 2011-2012 There will be an additional 2% increase in PSSA Math and PSSA Reading test score (over the previous school year) for students who have IEPs.
Fall 2009-2012 Curriculum Mapping	IU Staff	New Staff, Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	2% increase in students with IEPs scoring Proficient across all grade levels
Fall 2009-2012 Differentiated Instruction	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	2% increase in students with IEPs scoring Proficient across all assessed areas
Standards- Based Instruction/Writing IEPs	PATTAN Staff, IU Standards- Based Staff	New Staff, Paraprofessional, Instructional Staff, Related Service	On-site Training with Guided Practice, Workshops with Joint Planning Periods,	2% increase in students with IEPs scoring Proficient across

Fall/Winter/Spring 2009	Personnel	Conferences, Study Groups, Distance Learning	all assessed grade levels
Fall/Winter/Spring 2010			
Fall/Winter/Spring 2011			
Fall/Winter/Spring 2012			

Topic: Differentiated Instruction/The Inclusive Classroom - Professional (regular education and special education) and paraprofessional staff will increase their repertoire of strategies and methods of differentiation for the purpose of creating more inclusive classrooms.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2009-2012 ongoing	PATTAN Staff, IU Staff, Other school districts, private contracts.	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	2009-2010 There will be a 2% increase in the PSSA Math and the PSSA Reading results of students who have IEPs. 2010-2011 There will be an additional 2% increase over the previous year in the PSSA Math and the PSSA Reading results of students who have IEPs. 2011-2012 There will be an additional 2% increase over the previous year in the PSSA Math and PSSA Reading results of students who have IEPs.

Topic: Curriculum Mapping - General educators and special educators will compile curriculum maps for shared areas of math and reading.

Anticipated Training	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
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Dates

Fall 2009-2012 (ongoing)	IU Staff	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	2009-2010 There will be a 2% increase in the PSSA Math and the PSSA Reading test results for students who have IEPs. 2010-2011 There will be an additional 2% increase in the PSSA Reading and the PSSA Math results for students who have IEPs. 2011-2012 There will be an additional 2% increase in PSSA Math and Reading scores over the previous year for students who have IEPs.
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There are currently no trainings entered for this topic.

Topic: Allowable Specific Accommodations and Modifications when Administering the PSSA. Regular education staff and special education staff will review and plan for allowable accommodations and modifications.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2009-Spring 2012 (ongoing)	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	2009-2010 There will be a 2% increase in PSSA Math and PSSA Reading test results for students who have IEPs. 2010-2011 There will be an additional 2% increase in PSSA

Math and Reading test results for students who have IEPs.
 2011-2012 There will be an additional 2% increase in PSSA Math and Reading test results for students who have IEPs.

Topic: Positive Behavioral Supports - Professional (regular and special education staff), paraprofessional staff will learn techniques and methods that are positive and lead to increased student performance.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2009- Spring 2012	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning	2009-2010 There will be a 2% increase in PSSA Math and Reading test scores for students who have IEPs. 2010-2011 There will be an additional 2% increase in PSSA test scores for students who have IEPs. 2011-2012 There will be an additional 2% increase in PSSA test scores for students who have IEPs.

Base Line Data

2008 PSSA Reading and Math data for students with IEPs is as follows:

2008 PSSA Special Education							
Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade

							11
	# of students	# of students	# of students	# of students	# of students	# of students	# of students
Advanced	1	0	0	0	1	0	1
Proficient	3	5	1	2	3	1	0
Basic	0	3	0	3	2	1	0
Below Basic	4	4	13	1	3	6	4
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	# of students	# of students	# of students	# of students	# of students	# of students	# of students
Advanced	1	2	1	0	2	1	1
Proficient	3	4	5	3	4	2	0
Basic	1	2	2	2	2	1	0
Below Basic	3	4	6	1	1	3	4

Personnel Development - PA NCLB Goal #3

Reflections

There are currently no reflections selected for this section.

Personnel Development Activities

There are currently no trainings entered for this topic.

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. Regular education staff, special education staff and paraprofessional staff will meet on an ongoing basis to share strategies/adaptations and modifications/ and methods of instruction.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall/winter/Spring 2009-2010 (ongoing)	PATTAN Staff, IU Staff	Paraprofessional, Instructional Staff	Distance Learning	2009-2010 There will be a 2% increase in PSSA Math and Reading proficiency scores for all students who have an IEP. 2010-2011 There will be an additional 2%
Fall/Winter/Spring				

2010-2011,
Fall/Winter/Spring
2011-2012

increase in PSSA
Math and
Reading
proficiency
scores for all
students who
have an IEP.
2011-2012 There
will be an
additional 2%
increase in PSSA
Math and
Reading
proficiency
scores (over
2010-2011
scores) for all
students who
have an IEP.

Allowable
Accommodations
and Modifications
for PSSA .
regular

IU Staff

New Staff,
Paraprofessional,
Instructional Staff

On-site Training with
Guided Practice,
Workshops with Joint
Planning Periods

2009-2010 2%
increase
2010-2011 2%
increase
2011-2012 2%
increase

Fall 2009-2012
Disability
Awareness -All
staff will be made
aware of disability
categories and
the implications in
providing
appropriate
supports to
students.

IU Staff,
Occupational
Therapist,
Physical
Therapist

Parent, New Staff,
Paraprofessional,
Instructional Staff

On-site Training with
Guided Practice,
Workshops with Joint
Planning Periods,
Conferences, Study
Groups, Distance
Learning

2009-2010 2%
projected
improvement in
student data

Topic:

There are currently no trainings entered for this topic. Topic: Co-Teaching in the Classroom: Professional staff (regular educators and special educators), and paraprofessional staff will learn co-teaching practices, planning and collaboration, "fluid" roles of special and regular education teachers...all teachers take ownership of all students.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Spring/2010 Fall 2011 Spring 2012	PATTAN Staff, IU Staff, private	Parent, New Staff, Paraprofessional, Instructional Staff,	On-site Training with Guided Practice, Workshops with Joint	2009-2010 There will be a 2% increase in PSSA

	students	students	students	students	students	students	students
Advanced	1	2	1	0	2	1	1
Proficient	3	4	5	3	4	2	0
Basic	1	2	2	2	2	1	0
Below Basic	3	4	6	1	1	3	4

Personnel Development - PA NCLB Goal #5

Reflections

There are currently no reflections selected for this section.

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. Regular education and special education staff will participate in the planning process.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall/Winter/Spring 2009-2010 Fall/Winter/Spring 2010-2011 Fall/Winter/Spring 2011/2012	PATTAN Staff, IU Staff, Community agencies, school districts	Parent, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences, Study Groups, Visits to community sites	2009-2010 Graduation rate for students with IEPs will remain improve by 2%. 2010-2011 Graduation rate for students with IEPs will improve by an additional 2%. 2011-2012 graduation rate for students will improve by an additional 2%.

Base Line Data

The overall graduation rate for the district in 2006 was 87.30%. The overall graduation rate in 2007 was 90%, indicating growth. The general attendance target was met.

The Benton Area School District is committed to achieving all students graduate from high school. District school age special education enrollment of has remained relatively stable. The December 2007 Child Count was 221 special education students. The December 2008 enrollment was 124 special education students. The 06-07 Special Education Data report did not report significant findings due to the small size of sample population. The district's graduation rate of special education students was 100%.

2008 PSSA Special Education							
Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	# of students	# of students	# of students	# of students	# of students	# of students	# of students
Advanced	1	0	0	0	1	0	1
Proficient	3	5	1	2	3	1	0
Basic	0	3	0	3	2	1	0
Below Basic	4	4	13	1	3	6	4
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	# of students	# of students	# of students	# of students	# of students	# of students	# of students
Advanced	1	2	1	0	2	1	1
Proficient	3	4	5	3	4	2	0
Basic	1	2	2	2	2	1	0
Below Basic	3	4	6	1	1	3	4

Behavior Support Services

Reflections

There are currently no reflections selected for this section.

Personnel Development Activities

Topic: Positive Behavioral Supports: This includes positive reinforcement; behavioral charts; applied behavioral analysis; classroom strategies. Regular education professional staff, special education professional staff, paraprofessional staff, and parents will attend trainings.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall/Winter/Spring 2009-2010 Fall/Winter/Spring 2010-2011 Fall/Winter/Spring 2011/1012	IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Group training	2009-2010 There will be an increase of 2% on PSSA Reading and Math scores for students who have IEPs. The percentage of students who receive in-school and out of school suspension will

decrease by 2%.
 2010-2011 There will be an additional increase of 2% in PSSA Math and Reading scores for students who have IEPs. The percentage of in school and out-of-school suspensions will decrease by an additional 2%.
 2011-2012 There will be an increase of 2% (over 2010-2011) in PSSA Math and Reading scores for students who have IEPs. In school and out of school suspensions will decrease by an additional 2%.

Topic: School-based Behavioral Health All staff, regular education and special education, will be informed of ESAP and Rtl critical Components. A systemic process designed to assist school personnel in identifying issues including, drug use, and others which pose a barrier to a student's learning and school success. Student assistance is a systemic process using effective and accountable professional techniques to remove the barriers to learning, and (when the barrier is beyond the scope of the school), to assist the parent and the student with information so they may access services within the community (Ref: State Board of Education, Chapter 12.31).

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Monthly 2009-2010 school year Monthly 2010-2011 school year Monthly	PATTAN Staff, IU Staff, Community agencies	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	2009-2010 Students with IEPs PSSA scores in Math and Reading will increase by 2%. 2010-2011

2011-2012
school year

Students with IEPs PSSA scores will increase by an additional 2%.
2011-2012 Students with IEPs PSSA scores will increase by an additional 2%

Topic: De-escalation Techniques - District staff, including regular education staff and special education staff, will be trained in Safe Crisis Management techniques, with major emphasis on methods of de-escalation and emphasis on positive behavior supports.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall/Winter/Spring 2009-2010 Fall/Winter/Spring/ 2010-2011 Fall/Winter/Spring 2011-2012	IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	2009-2010 PSSA scores in Math and Reading for students with IEPs will increase by 2% 2010-2011 PSSA scores in Math and Reading for students with IEPs will increase by an additional 2%. 2011-2012 PSSA scores in Math and Reading for students with IEPs will increase by 2%

Summarized School District Policy

The Benton Area School District policy on **Behavior Supports for Students with Disabilities** (113.1) states the following purpose: The Benton Area School District Board of Directors must ensure that all district students are educated in settings free from restrictions or injuries caused by challenging behaviors of others. At the same time, the Board recognizes that every special education student in the district is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). Any student with disabilities who has an Individualized Education Program (IEP) and exhibits significant behaviors that interfere with appropriate functioning within educational settings must have a plan for behavior support included in the IEP.

Behavior support programs must be based on positive rather than negative measures. The Board acknowledges that all necessary district staff must be trained in the proper use of specific

procedures, methods and techniques. The behavior support methods and procedures must be applied in a nondiscriminatory manner and in full compliance with the requirements of applicable state and federal law.

The Behavior Support Policy is designed in compliance with the provisions in the Individuals with Disabilities Education Act (IDEA) and Chapter 14 PA Regulations.

The policy defines the following terms (title 22 SEc. 14.133): aversive techniques; behavior support; behavior support plan; functional behavioral assessment; positive techniques; restraints; and, eligible student.

The policy outlines **Behavior Support Requirements** according to the Guidelines. It addresses: positive rather than negative measures; restraints; use of restraints; mechanical restraints; inappropriate aversive techniques; and District Codes of Student Conduct.

The policy addresses **Implementation Guidelines** according to Levels I,II, and III. Models and strategies for each level are specifically outlined in the policy. emergency procedures are clearly defined.

School Discipline Procedures are delineated, as are Legal procedures Regarding Discipline of a Student with a Disability. Expulsion is addressed.

Policy references:

Individuals With Disabilities Education Act - 20 U.S. Sec. 1400 et seq

Individuals With Disabilities Education Act, Title 34, Code of Federal Regulations-34 CFR Part 300

Title 18, U.S.C. Sec. 930

State Board of Regulations 22 PA Code Sec. 14.133, 14.143

Board Policy - 218, 233

The school district is aware of GUIDELINES FOR DE-ESCALATION AND USE OF RESTRAINTS IN EDUCATIONAL PROGRAMS, PDE, March 24, 2009.

Baseline Data: The Benton Area School District has had no incidents of necessary physical restraint of a student. There have been no suspensions that have exceeded ten consecutive or fifteen intermittent days of school. There have been no reports of special education students to legal authorities.

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

1. The Benton Area School District is not experiencing difficulty ensuring FAPE for any individual student or a particular disability category. The School District had experienced the need for **Intensive Interagency Collaboration** in assuring FAPE for individual students in the past. These interagency collaborations resulted in the provision of appropriate educational programs

and services for the students. The process that the School District followed was productive for the student and for the family, and will be utilized in the future if the need arises.

The Benton Area School District is aware of the required reporting obligations for the PA Department of Education to meet its obligations of Intensive Interagency (also referred to as the Cordero Court order 1993). The following procedures are understood:

- Procedures for Initial Reporting Homebound of Instruction Conducted in the Home
- Procedures for Follow-Up Reporting
- Procedures for Extended Reporting

The process that the district used, and will use in the future, was to bring all service agencies together to collaborate on the 'nature' of the particular student. This included school based services, as well as home based services. Parents served as an integral part of the process.

Suggested educational placements ranged from least restrictive to more restrictive, but never required "most restrictive". At the time, Children and Adolescent Service System provider members who worked with the child were involved.

The School District has access to programs operated by the Central Susquehanna Intermediate Unit, cross-district programs in neighboring school districts, various independent/private concerns, and the neighboring Intermediate Unit. Currently, the district has students placed in the following facilities:

- Berwick Area School District
- Central Columbia School District
- Millville Area School District
- CSIU cross district programs

Additional educational options could be identified at any time a student need arises.

2. The Benton Area School District works in conjunction with the following agencies to engage and encourage cross-systems agency support and funding: the Central Susquehanna Intermediate Unit; Columbia-Montour-Snyder-Union MH/MR; Geisinger Medical center; Behavioral Services Institute; Children and Youth; individual subcontracted agencies; Synergy; OVR; Work Force Development; and the local CASSP. The School District plans to encourage agency participation and educational staff participation in Child Study to exchange strategies and methods across systems.

3. (A) Processes, systems, and programs used to initiate and/or expand the continuum of supports and educational placement options available within the school district to students with disabilities include:

- PATTAN
- Central Susquehanna Intermediate Unit Technical Assistance Team
- Columbia-Mountour-Union-Snyder Mental Health/Mental Retardation
- In School Behavioral Supports (TSS)
- Blended Services
- Master Social Work Counseling

These services work together to encourage cross-system agency supports, both traditional

and non-traditional, to meet the needs of students within the Benton Area School District. Teams meet in district on specific students. Teams also meet at sites that are convenient for their service agencies and parents.

Local Continuum of Supports and Services

The Benton Area School District collaborates with the following agencies and service providers to engage and encourage cross-systems agency support: Central Susquehanna Intermediate Unit; Columbia-Montour-Snyder-Union MH/MR; Geisinger Medical Center; Synergy; Children and Adolescent Service System Provider; SusqueCyber School; Bureau of Community and Student Services, and Division of Student and Safe Schools, among others.

The district's Student Assistance Team meets regularly to discuss potential support systems that might be available to students. This is supported by the district's guidance department, and psychological services.

Interagency supports are in place by way of the Children and Service System Provider (CASSP). County and cross-county systems work together to provide services for students. It has been the district's experience that individual county (and private providers therein) systems offer services using various sources.

The district, through the Highmark grant process, engages the Center to provide grade level student programs (K-12) in the areas of bullying, personal hygiene, and drug and alcohol awareness.

These collaborations have produced successful results in expanding services for students in several areas. Examples: Benton currently houses an Alternative Education program that is staffed by a general education teacher and a special education teacher. This was accomplished in conjunction with the Division of Student and Safe Schools. The district also has an "on campus" Master Social Work counselor who works with students and families in school during school hours, and in the community after school hours.

Expansion of Continuum of Supports and Services

The Benton Area School District will continue to work with partners to continue to expand the continuum of supports and educational placement options available within the school district to students with disabilities. Several positive components exist within the Benton Area School District to address the challenging and diverse needs of students in need of mental health services. Examples are:

- A school based and community based Master Social Worker works with students and with families. The opportunities for similar cooperative grants as this will expand the continuum of services.
- A school based counselor provides direct student counseling during school hours. Expanded collaborations as this would also expand the continuum of services.
- Research based social skills and anti-bullying programs (Olweus) have been implemented at the elementary school. The district applies these principles to the Middle School and to the High School. Each year, a survey is conducted to assess the effectiveness of the program.
- Club Gray is a program at the Middle School and high School levels that works with diversity and acceptance.
- A combination of a Response to Intervention framework and the Elementary and

Secondary Student Assistance philosophy of prevention and intervention, and CASSP principles (child centered, family focused , community based, multi-system, culturally competent, and least intrusive/restrictive) would allow the sharing of expertise and facilitate the ultimate implementation of services.

The Benton Area School District will continue to bridge service gaps that exist. The district will enlist the the help of the CSIU 16 to assist partners to work through a training plan and an action plan to delineate the critical components of Rtl and ESAP. This includes critical components for students with behavioral and mental health issues (including core characteristics and interventions).

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	L. Ray Appleman Elementary School	E	GE	I	LS	5	7	4	1
-	SD	(continued)	E	GE	S	LS	6	8	5	
-	SD	L. Ray Appleman Elementary School	E	GE	I	LS	7	9	4	1
-	SD	(continued)	E	GE	S	LS	7	9	10	
-	SD	L. Ray Appleman Elementary School	E	GE	I	LS	9	10	4	1
-	SD	(continued)	E	GE	S	LS	9	13	12	
-	SD	Benton Area Middle School/High School	M	GE	S	LS	11	13	10	1
-	SD	(continued)	M	GE	I	LS	12	12	2	
-	SD	Benton Area Middle School/High School	JS	GE	S	LS	13	14	5	1
-	SD	(continued)	JS	GE	I	LS	12	14	9	
-	SD	Benton Area Middle School/High School	S	GE	S	LS	15	17	7	1
-	SD	(continued)	S	GE	I	LS	14	17	10	
-	IU	Various Locations (E,M,J,S)	E	GE	I	DHIS	8	16	16	1
-	IU	Various Locations (E,M,J,S)	E	GE	I	BVIS	8	16	17	1
-	SD	Benton Alternative Education Program	S	C	S	LS	15	19	7	1
-	SD	L. Ray Appleman Elementary	E	GE	I	SLS	5	13	46	.80
-	SD	Benton Area Middle School	M	GE	I	SLS	13	13	2	.05
-	IU	Various Locations (E,M,J,S)	E	GE	I	AS	8	18	12	1

Justification: While the Speech/Language Therapist at the LR Appleman Elementary School provides services for children ranging in ages from 5 to 13, this therapist works with individual children and small groups of children within 1 to 3 years of each other chronologically during any

given period of time. The same is true for the Learning Support teacher providing supplemental and itinerant learning support instruction for identified student in the District's elementary program - learning support services are delivered for peers within 1 to 3 years of age chronologically. Therefore, both speech/language support services within the elementary school and learning support services within the elementary education program are delivered consistent with the age-range parameters outlined in the special education standards and regulations. The CSIU provides itinerant support in the following: Deaf/Hearing Impaired Support; Blind/Visually Impaired support; and Autistic Support. The therapists travel between school districts. All students are seen individually.

Support Staff (District)

School District: Benton Area SD

ID	OPR Title	Location	FTE
- SD	SCHOOL PSYCHOLOGIST	BENTON AREA MIDDLE/HIGH SCHOOL	0.5
- SD	PARAPROFESSIONAL	LR APPLEMAN ELEMENTARY SCHOOL	1.0
- SD	PARAPROFESSIONAL	LR APPLEMAN ELEMENTARY SCHOOL	1.0
- SD	PARAPROFESSIONAL	LR APPLEMAN ELEMENTARY SCHOOL	1.0
- SD	PARAPROFESSIONAL	LR APPLEMAN ELEMENTARY SCHOOL	1.0
- SD	PARAPROFESSIONAL	LR APPLEMAN ELEMENTARY SCHOOL	1.0
- SD	PARAPROFESSIONAL	LR APPLEMAN ELEMENTARY SCHOOL	1.0
- SD	PARAPROFESSIONAL	LR APPLEMAN ELEMENTARY SCHOOL	1.0
- SD	PARAPROFESSIONAL	BENTON AREA MIDDLE/HIGH SCHOOL	1.0
- SD	PARAPROFESSIONAL	BENTON AREA MIDDLE/HIGH SCHOOL	1.0
- SD	PARAPROFESSIONAL	BENTON AREA MIDDLE/HIGH SCHOOL	1.0
- SD	SUPERVISOR	BENTON AREA MIDDLE/HIGH SCHOOL	0.5
N SD	PARAPROFESSIONAL	BENTON AREA MIDDLE/HIGH SCHOOL	.5
N SD	PARAPROFESSIONAL	LR APPLEMAN ELEMENTARY SCHOOL	1.0
- SD	PARAPROFESSIONAL	BENTON ALTERNATIVE EDUCATION	.5

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	SYNERGY	BLENDED/OUTREACH COORDINATOR	35 Hours
-	VALLEY REHABILITATION	OCCUPATIONAL THERAPY	6 Hours
-	VALLEY REHABILITATION	PHYSICAL THERAPY	1 Hours
N	GEISINGER MEDICAL CENTER	MASTER SOCIAL WORKER/COUNSELOR	10 Hours
N	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	SOCIAL WORKER	7 Hours

Programs

School Years: 2009 - 2012

The Benton Area SD within Central Susquehanna IU 16 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 § 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