

# **SPECIAL EDUCATION PLAN**

**BOARD PRESENTATION, JUNE 9, 2022**

**Due July 30, 2022 and Valid  
until June 2024**

# PROFILE AND PLAN ESSENTIALS:

\*CASD Total Student Enrollment:  
5105

\*Total Number of Students Receiving  
Special Education Services within  
CASD: 861 students.

\*Percentage of Students Receiving  
Special Education: 16.9%

# IMPROVEMENT PLANS:

 PDE requires districts to review several different areas:

Suspension/Expulsion, Disproportionate Representation, Timely Initial Evaluations, Secondary Transition, Graduation, Drop Out, Assessment, Education Environments, Parent Involvement, Early Childhood Transition, Post-School Outcomes, Resolution Sessions, Mediation and Monitoring Previous Corrective Action/ Improvement Plans to determine if new or additional improvement plans need to be completed for the district.

 CASD is not flagged at this time for any of the indicators.

# LEAST RESTRICTIVE ENVIRONMENT (LRE):

\*The plan requires the district to review previous data regarding LRE.

\*When comparing CASD to the state average for special education students inside the regular education classroom (80% or more of the day), the district is slightly below the state average.

\*The district is 3% above the state average for educating students within other settings.

\*We recognize it is imperative to build programs within the district to address the continuum of services provided within the district. Our goal would be to redirect funds to provide services within our district instead of paying for students to be placed outside of the district to receive the appropriate service based on students' individual needs.

# POSITIVE BEHAVIOR SUPPORT

The Carlisle Area School District provides a continuum of supports and services ranging from itinerant to full-time supports. The District partners with outside providers to deliver social, emotional, behavioral supports to both in-district and out-of-district students and staff. The District maintains Emotional Support Classrooms at each level K-12 that offer itinerant, supplemental, or full-time support as needed by students. Counselors work with individual students or small groups of students to provide social, emotional, and/or behavioral counseling and lessons.

The District utilizes SCM (Safe Crisis Management). This is a researched-based model that includes de-escalation strategies. (One high school Emotional Support Teacher and one Behavior Specialist are trainers and are re-certified annually. They train teams of teachers, counselors, and administrators at the building level. The District Social Worker is also trained.).

# POSITIVE BEHAVIOR SUPPORT

We have noted the District is looking to expand services to address mental health needs. The District will also be expanding the Student Assistance Program (SAP) to the elementary level and providing ongoing staff professional development centered on student and staff wellness and mental health. The district will continue to utilize and implement school wide positive behavior supports and incorporate social/emotional learning opportunities.

The IEP team for a student with disabilities shall develop a Positive Behavior Support Plan (PBSP) based on the completion of a Functional Behavior Assessment (FBA) if the student requires specific intervention(s) to address the behaviors that interfere with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.

# **EDUCATION PROGRAMS AND CASELOAD FTE (FULL-TIME EQUIVALENCY)**

**\*FTE is identified for each special education teacher via support type and level of support throughout the District.**

**\*This is an area that is utilized to monitor and determine staffing needs to remain in compliance and provide the continuum of services.**

**\*As part of the plan, special education classrooms are identified and approved by the state in order to be a special education classroom. The state considers where the classroom is located within the building as well as the size of the classroom. The classroom is composed of at least 28 square feet per student.**



# **SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT**

**Professional Development is required to be addressed in the following areas: Autism, Positive Behavior Supports, Paraprofessional, Transition, Science of Literacy, Parent Training, and IEP Development.**



# **QUESTIONS?**

**THANK YOU!!!!**

**We Appreciate All That You Do!**

**Jill Condo, Josh Barr and Brittany Sanchez**