

Reynolds School District
Special Education Plan
2021-2024

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 182
School District Total Student Enrollment 1024
Percent of Students Receiving Special Education 17.8

Steering Committee

Name	Position/Role	Building	Email
Scott McCaskey	Director of Special Education	Reynolds SD	smccaskey@reynoldssd.org
Raymond Omer	Superintendent	Reynolds SD	romer@reynoldssd.org
Amy Leczner	Building Principal	Reynolds El Sch	aleczner@reynoldssd.org
Scott Shearer	Building Principal	Reynolds JSHS	sshearer@reynoldssd.org
Kristin Sibeto	Special Education Teacher	Reynolds El Sch	ksibeto@reynoldssd.org
Lisa Donaldson	Special Education Teacher	Reynolds El Sch	ldonaldson@reynoldssd.org
Gina Winkle	Special Education Teacher	Reynolds JSHS	gwinkle@reynoldssd.org
Kristen Morris	General Education Teacher	Reynolds El Sch	kmorris@reynoldssd.org
Renee Peters	General Education Teacher	Reynolds El Sch	rpeters@reynoldssd.org
Kelly Fuchs	General Education Teacher	Reynolds JSHS	kfuchs@reynoldssd.org
Jane Coburn	General Education Teacher	Reynolds JSHS	jcoburn@reynoldssd.org
Brian Paolucci	Board Member	Reynolds SD	
Christopher Osborne	Board Member	Reynolds SD	
Amanda Lenkner	Parent	Reynolds JSHS	
Ashley Keeley	Parent	Reynolds El Sch	
Janet Edwards	Parent	Reynolds JSHS	

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
Least Restrictive Environment	<p>The school district has been working closely in collaboration with representatives from PaTTAN as well as the Midwestern Intermediate Unit IV (MIU IV) to address the SPP target for students with disabilities served inside the classroom 80% or more of the day. District staff have participated in Least Restrictive Environment trainings presented by PaTTAN and held meetings with consultants from MIU IV to focus on our elementary supports and services - a targeted area for improvement. During the upcoming 2022-2023 school year, the elementary school master schedule will be revised to include What I Need time (WIN) to address the learning needs of all students. In addition, scheduling of classes and staff have been redesigned to be more effective and supportive of students in an inclusive environment. The district intends to continuously monitor this area to ensure compliance going forward.</p>

Identification Method

Identify the District's method for identifying students with specific learning disabilities

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

In the event Reynolds School District would be considered a host school district under Section 1306 of the Pennsylvania School Code, the school district would ensure all obligations are satisfied. These obligations would include allowing a nonresident student in a children's institution to attend the public schools in the district until the student receives a diploma or completes the school term in which they turn 21. Children's institutions include, among other residential settings, residential treatment facilities, licensed shelters, group homes, drug and alcohol treatment centers, and detention homes. (22 PA Code Section 11.18) As a host district, we are responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a Free Appropriate Public Education (FAPE) for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. The Reynolds School District follows the established policies and procedures as set forth in Purdon's Statute 24 P.S. Section 13-1308 in order adhere to the residency requirements for meeting the needs of students who are considered 1306 students. As a host school district, our obligations would be met by providing those students who reside in institutions and therapeutic foster care, and who are eligible for special education services with an appropriate individualized educational program that is consistent with federal regulations and Chapter 14 Pennsylvania regulations and standards.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The District would ensure that a 1306 student identified with a disability receives a free and appropriate public education in the least restrictive environment by participating in IEP team meetings in order to make decisions with regard to programming, the development of IEP goals and objectives, behavioral interventions, and educational placement. The Reynolds School District would work collaboratively with the resident school district in order to develop each student's educational programming and placement. The District has a central registration procedure in place that assists with processing the required paperwork for 1306 students. One barrier that sometimes exists during registration is that the prior district fails to send the most recent evaluation report and IEP to the school district. After registration, the special education department and the Director of Special Education receives notification of the 1306 enrollment. The district works collaboratively with outside agencies and school districts in order to secure the necessary documentation so that all 1306 students residing within the Reynolds School District are ensured the same opportunity for FAPE and LRE as resident students. Students displaced by natural disasters are now categorized through PDE with a homeless status, thus providing students all the rights which come from such classification. Under the ESSA requirements, the district follows the Best Interest Determinations to provide the following assurances: • Children in foster care enroll or remain in the school of origin unless there is a determination that it is not in his or her best interest to attend the school of origin. The best interest determination must be based on all relevant factors, including 1) Appropriateness of the current educational setting and 2) Proximity to the school in which the child is enrolled at the time of placement.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. Describe the system of oversight the District would implement 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).

There are currently no correctional facilities located within the geographical boundaries of the Reynolds School District (RSD). If a correctional facility was to open within the geographical boundaries of Reynolds School District, the district would work cooperatively with the correctional facility to ensure Section 1306 of the Public School Code is implemented. Students with special needs that would be assigned to the correctional facility would receive all the necessary Special Education services, supplementary aids and services, and related services as outlined in their IEP. The district would implement the student's existing IEP and/or fulfill the obligation of completing an initial evaluation/re-evaluation if needed upon their entrance into the facility. Our district would comply with the regulations of Child Find (explained below) and provide the necessary access to FAPE and LRE based on the student's individualized needs while they are in the correctional facility.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

When completing the Special Education Plan, the most recent reported LRE data was analyzed from 2019-2020. The data indicates the district was slightly above the state average for students receiving their education within the general education classroom setting for 80% or more of the school day as well as students receiving supplemental services. Upon further analysis of the special education programs and services, it has been determined there is a greater need for more integration and inclusion at the elementary level in the areas of Language Arts and Math. During the 2021-2022 school year, the district implemented a co-teaching model in the primary grades of K-2 for ELA and Math to provide more opportunity for integration and to support the Least Restrictive Environment tenet. Students with learning disabilities that previously received all of their instruction in ELA and Math in the learning support resource classroom now receive some portion or all of their instruction in the general education classroom with a co-teacher present in the classroom. In addition, elementary staff and administration have collaborated with consultants from Midwestern Intermediate Unit IV to review the master schedule in place as well as program interventions to be more effective with our practices. At the start of the 2022-2023 school year, all students in grades K-6 will have time built into their school day to receive additional instruction and/or remediation to continuously address the learning needs of all students. The school district gives significant consideration and examines every student's LRE with great care.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The teaching staff is aware that students with disabilities should be integrated with their general education peers as much as possible and should utilize supplementary aids and services to help facilitate the process of inclusion and support students' needs. By doing this, the district can support students in both an academic and social/emotional capacity and ensure compliance with the law. The district emphasizes the four broad areas of supplementary aids and services that PaTTAN advocates in their trainings and guide sheets. The four areas include Collaborative, Social/Emotional, Instructional/Academic, and Environmental. When IEP meetings are held, the IEP team begins with these four areas in mind and examines each area to determine what supplementary aids could be utilized to ensure successful integration in the general education classroom and support student academic and social/emotional needs. When examining the supplementary aids and services related to "Environment", the IEP team considers things such as seating assignment, classroom lighting, noise, the use of sensory labs, wheel chair accessibility, handrails in stairwells and on buses, access to adapted bathrooms, etc. When considering the supplementary aids and services related to the area of "Collaboration" the district promotes the co-teaching model, supports and facilitates the collaboration of professionals within the district, invites parents to actively participate in the special education process, and welcomes professionals from outside agencies to provide expertise and input into the development and delivery of student IEPs. Additionally, the school district gives extensive consideration to students with social and emotional needs and will routinely exhaust all supplementary aids and services to ensure integration and support for students with behavioral challenges. This would include developing positive behavior support plans for individual students, providing small group opportunities for social skill development, providing psychological services on a group and individual basis, providing social work services to students and families, completing functional behavioral assessments for students to better understand behavior, and developing crisis plans for students that include specific protocols to follow and resources to access when a student is in crisis. Finally, district personnel utilize a number of different academic and instructional interventions to support students. This includes the use of specially designed instructional strategies such as extended time for assignments and tests, the use of graphic organizers, trackers for organization and communication, differentiated assessment, assistive technology, remedial curriculum for students with reading or math needs, para educator support for scribing and read aloud, tutoring during what I need time (scheduled WIN), the use of

technology to provide access to speech to text software, and modified assessments with fewer choices and fewer problems. All of these universal practices are considered for every student in the special education program at Reynolds School District and are a regular part of providing services in student IEPs.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The Reynolds School District is committed to integrating students with disabilities in the general education environment as much as possible and exposing students with disabilities to the general education curriculum when appropriate. In order to do so, the district has adopted a culture of utilizing and exhausting supplemental aids and services to ensure integration into the LRE. One of the strategies the district employs is the adoption of a co-teaching service delivery model (ex. of a collaborative supplementary aid and service) to deliver special education services. Additionally, training on differentiated instruction has been provided with emphasis placed on differentiated assessment and differentiated process. District teachers and personnel understand that not all students learn the same way and that instruction needs to be provided in different modalities to address different kinds of learners. Also, personnel understand that not all students are able to demonstrate proficiency the same way. Because of this, differentiated assessment is a common practice in the district. These practices have become an embedded part of the learning culture at Reynolds School District.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

The Reynolds School District recognizes the obligation to provide supplementary aids and services to students with disabilities who require support to participate in extracurricular activities. The district has been proactive is always striving to provide the necessary supports for students to participate to the fullest extent possible as their same age peers in extracurricular or nonacademic activities throughout the school year. In addition, the district is always exploring opportunities to enhance the offerings available to our students such as the integration of the Unified Sports program.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

Students attending approved private schools and other private institutions are offered the opportunity to participate in any and all extracurricular activities offered to students in the school district. The district is willing and able to provide transportation to align with the extracurricular activities and can and will also provide para educator support to these students if it is required. In addition, students and families are invited to attend all social events that are school related activities such as dances and clubs. The district will arrange transportation and para support for these activities as well.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The Reynolds School District recognizes that the population of students with disabilities is constantly changing. As a result, the district is constantly engaged in examining the special education supports and services provided and available to students. In recent years, the district has implemented behavioral support teachers at the elementary and high school level to address the social emotional learning needs of our students. The district also added an additional learning support teacher at the elementary school to support an inclusion initiative. During the upcoming 2022-2023 school year, the district in collaboration with Comprehensive Children and Family Services will be able to offer behavioral technician support as well as counseling within the school setting to support students that may exhibit or be in need of such services.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The School at McGuire Memorial	Approved Private School (APS)		The School at McGuire Memorial	Life Skills Support	1
St. Stephen's Academy	Licensed Private Academic		Glade Run Lutheran Services	Emotional Support	3
Cray Education Center	Licensed Private Academic		Cray Youth and Family Services	Emotional Support	1
Bethesda Acute / Non-Acute Partial Hospitalization	Other	Partial Hospitalization Program	Bethesda Lutheran Services	Emotional Support	1

Positive Behavior Support

Date of Approval

2021-02-17

Uploaded Files

RSD - Behavior Support Policy.pdf

1. How does the district support the emotional, social needs of students with disabilities?

The District has implemented K-12 social and emotional wellness programs for students in a tiered approach. Through tier I, students are instructed using research based curriculums such as Second Step, 7Mindsets, and Zones of Regulation. Tier II supports are provided through small group lessons focused on group thinking and in coordination with the scope of SEL lessons presented within the curriculum. Tier III support is presented within individualized services through school counselors, school-based mental health through Mercer County Behavioral Health Commission and/or Comprehensive Children and Family Services, school psychologist, special education teachers, and behavioral specialists. Students move through tiers of support based on individualized data responses and IEP team meetings when a need is presented to the team.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

Staff development on behavior support is offered regularly by the District. The LEA has been very successful in supporting students' behavioral needs. Small groups working on social skills have been run by the school psychologist, guidance counselors and social emotional teachers. Functional Behavior Assessments are conducted when necessary to develop positive behavior support plans for individual students. In a few instances, the LEA has requested the support of the behavior team operated by the Midwestern Intermediate Unit IV (MIU IV). The LEA works closely with local agencies that support individual students and their families. Every opportunity is taken to support the student's family with behavior interventions and strategies to use at home. The District has established positive relationships and works closely with various mental health agencies, Comprehensive Children and Family Services, Children & Youth, Office of Vocational Rehabilitation, Mercer County Behavioral Health Commission and any other agency involved with a student who requires additional behavioral support. In addition, school district staff are trained and certified in Safety Care techniques at the beginning of every school year. This training is led by consultants from MIU IV to ensure the latest information is presented to staff members.

3. Describe the district positive school wide support programs.

The Reynolds School District uses both school wide positive behavior supports (SWPBS) and will be implementing at the start of the 2022-2023 school year Responsive Classroom techniques as the schoolwide behavior support program K-6. A consultant from the Midwestern Intermediate Unit IV (MIU IV) provides ongoing professional development to all administrators and faculty K-6 in order to implement the SWPBS systems. Basic principles of Responsive Classroom include a social curriculum that teaches cooperation, responsibility, empathy, and self-control. It also emphasizes knowing the children we teach individually, culturally and developmentally. Knowing the children's families and working with them as partners to support the children academically and socially is a major component of the Responsive Classroom philosophy. The district has a Student Assistance Program (SAP) in place K-12 in which each building has a trained SAP team that meets weekly. The team works with a representative from the Mercer County Behavioral Health Commission to

support students with behavioral concerns and serves as a liaison in each building. This liaison(s) conducts any recommended mental health or drug and alcohol assessments and provides resources to parents. Parents are an integral part of this process and are informed and involved in their child's programming from the onset. During the 2022-2023 school year, all district staff will be SAP trained. In addition, the district will be working collaboratively with Comprehensive Children and Family Services to offer behavioral technician support as well as counseling within the school setting to support students that may exhibit or be in need of such services. For those students with IEPs who exhibit behavioral issues, the IEP team follows the proper process for addressing these concerns. A formal or informal Functional Behavioral Assessment (FBA) may be recommended in order to design an appropriate Positive Behavioral Support Plan (PBSP) that will better meet the child's needs. All special education teachers and building administrators have received training on how to conduct, write and implement effective FBAs and PBSPs. If discipline is necessary for a student with a disability, the appropriate discipline process is followed according to IDEA and Chapter 14: Special Education Services of the Pennsylvania School Code. All building administrators receive ongoing training on issues related to discipline and special education. As previously mentioned above, the District has implemented K-12 social and emotional wellness programs for students in a tiered approach. Through tier I, students are instructed using research based curriculums such as Second Step, 7Mindsets, and Zones of Regulation. Tier II supports are provided through small group lessons focused on group thinking and in coordination with the scope of SEL lessons presented within the curriculum. Tier III support is presented within individualized services through school counselors, school-based mental health through Mercer County Behavioral Health Commission and/or Comprehensive Children and Family Services, school psychologist, special education teachers, and behavioral specialists. Students move through tiers of support based on individualized data responses and IEP team meetings when a need is presented to the team.

4. Describe the district school-based behavior health services.

The District provides School-Based Behavioral and Mental Health Services through partnerships with Mercer County Behavioral Health Commission as well as Comprehensive Children and Family Services. There is also coordination with the Midwestern Intermediate Unit IV, PaTTAN, and PDE for continued training and consultation for all of our students and staff. All district staff members will be certified in the Student Assistance Program (SAP) model during the 2022-2023 school year to better identify and address the needs of students.

5. Describe the district restraint procedure.

School district personnel are trained in de-escalation procedures every school year using Safety Care. Midwestern Intermediate Unit IV staff provide the training to certify paraprofessionals, intervention staff members, special education teachers, administrators, and some general education teachers. Safety Care is designed to guide safe and therapeutic interactions between students and teachers working in an educational setting. It is a competency-based behavioral safety training program that teaches participants to proactively and positively engage clients in behaviors that are incompatible with anger and aggression. Safety Care training teaches procedures and strategies to prevent and safely manage behavioral challenges while maintaining the students' respect and dignity. A significant emphasis is placed on verbal de-escalation techniques moving through a continuum of responses to a student escalating toward a crisis situation. Faculty and support staff are trained to only utilize restraint when a student is a danger to him/herself and/or others.

Parents/Guardians are given notice when restraint is used with a child. An IEP meeting is offered to the parent to be held within ten school days of the incident. The purpose of the meeting is to review and discuss the current FBA and PBSP. The PBSP includes specific interventions to address the student's behavior and is integrated into the IEP. If the student requires restraints, it is identified when and how restraints will be used within the PBSP. In addition, the student is taught alternative skills as part of the IEP.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The LEA has not had difficulty in locating programs for students to ensure the provision of FAPE. We have not had any "difficult to place students" that we could not locate appropriate services for. The LEA has not had a need to utilize Regional Interagency Coordinators to resolve placement issues. If the situation would arise where a "hard to place student" would enroll in the Reynolds School District, the District would not hesitate to contact the Regional Interagency Coordinators for their assistance. The LEA has been involved in all trainings and discussions held at Midwestern Intermediate Unit IV regarding Intensive Interagency Approach. Annually, the special education contact persons are updated on the appropriate process at the Special Education Contact Meetings held by Midwestern Intermediate Unit IV. The LEA works with all involved parties to meet a student's needs. All agencies involved with the student are invited to the IEP meetings, with parent permission. If the need would present itself, based on current or future students, the District would expand the continuum of services to meet the needs of all students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KE - HS LSS	Secondary	Full-time (1.0)	06/13/2022 02:22 PM

Building Name		
Reynolds JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 20
Age Range Justification		FTE %
All students have age range waivers signed.		0.3

Building Name		
Reynolds JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
All students have age range waivers signed.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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LS - HS ES	Secondary	Full-time (1.0)	06/13/2022 12:42 PM
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Building Name		
Reynolds JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.1

Building Name		
Reynolds JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GW - HS LS	Secondary	Full-time (1.0)	06/13/2022 12:43 PM

Building Name		
Reynolds JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.24

Building Name		
Reynolds JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DH - HS LS	Secondary	Full-time (1.0)	06/13/2022 12:53 PM

Building Name		
Reynolds JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.14

Building Name		
Reynolds JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.25

Building Name		
Reynolds JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.08

Building Name		
Reynolds JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SW - HS LS	Secondary	Full-time (1.0)	06/13/2022 12:45 PM

Building Name		
Reynolds JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15

Age Range Justification	FTE %
	0.18

Building Name		
Reynolds JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.35

Building Name		
Reynolds JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GG - Speech	Multiple	Full-time (1.0)	06/13/2022 02:24 PM

Building Name		
Reynolds El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
Students are grouped according to age and grade for Speech and Language instruction. The group age range does not exceed two years.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GC - Speech	Elementary	Full-time (1.0)	06/13/2022 02:24 PM

Building Name		
Reynolds El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Students are grouped according to age and grade for Speech and Language instruction. The group age range does not exceed two years.		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RJ - Elem LSS	Elementary	Full-time (1.0)	06/13/2022 02:22 PM

Building Name		
Reynolds El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
All students have age range waivers signed.		0.5

Building Name		
Reynolds El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
All students have age range waivers signed.		0.38

Building Name		
Reynolds El Sch		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
All students have age range waivers signed.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SM - Elem ES	Elementary	Full-time (1.0)	06/13/2022 12:59 PM

Building Name		
Reynolds El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.02

Building Name		
Reynolds El Sch		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Reynolds El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.17

Building Name		
Reynolds El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LD - Elem LS	Elementary	Full-time (1.0)	06/13/2022 12:48 PM

Building Name		
Reynolds El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.1

Building Name		
Reynolds El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.7

Building Name		
Reynolds El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NL - Elem LS	Elementary	Full-time (1.0)	06/13/2022 12:54 PM

Building Name		
Reynolds El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.14

Building Name

Reynolds El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LM - Elem LS	Elementary	Full-time (1.0)	06/13/2022 01:00 PM

Building Name		
Reynolds El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.06

Building Name		
Reynolds El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KS - Elem LS	Elementary	Full-time (1.0)	06/13/2022 12:36 PM

Building Name		
Reynolds El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.28

Building Name		
Reynolds El Sch		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.45

Building Name		
Reynolds El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Reynolds El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.17

Special Education Facilities

Building Name		Room #
Reynolds El Sch		24
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2022-07-01		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Reynolds El Sch		32
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 6 inches x 29 feet, 6 inches	840sqft	30
Implementation Date		
2022-07-01		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Reynolds El Sch		55
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 32 feet, 0 inches	1024sqft	36
Implementation Date		
2022-07-01		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Reynolds El Sch		61
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 32 feet, 0 inches	1024sqft	36
Implementation Date		
2022-07-01		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Reynolds El Sch		7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 8 inches x 30 feet, 0 inches	890sqft	31
Implementation Date		
2022-07-01		
Uploaded Files		

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5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Reynolds El Sch		1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2022-07-01		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Reynolds El Sch		3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2022-07-01		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Reynolds El Sch		10
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 30 feet, 0 inches	420sqft	15
Implementation Date		
2022-07-01		
Uploaded Files		

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8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Reynolds El Sch		26
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 3 inches x 29 feet, 6 inches	420sqft	15
Implementation Date		
2022-07-01		
Uploaded Files		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Reynolds JSHS		104
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 9 inches x 17 feet, 1 inches	337sqft	12
Implementation Date		
2022-07-01		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Reynolds JSHS		22
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 3 inches	665sqft	23
Implementation Date		
2022-07-01		
Uploaded Files		

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11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Reynolds JSHS		25
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 21 feet, 11 inches	657sqft	23
Implementation Date		
2022-07-01		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Reynolds JSHS		55
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 1 inches x 30 feet, 0 inches	662sqft	23
Implementation Date		
2022-07-01		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Reynolds JSHS		51
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 22 feet, 0 inches	330sqft	11
Implementation Date		
2022-07-01		
Uploaded Files		

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14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

15Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	0.50	District Wide	Contractor
School Psychologist	0.60	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	8	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Guidance Counselor	3	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Verbal Behavioral Program Training from PaTTAN			
Lead Person/Position		Year of Training	
Director of Special Education / PaTTAN		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Sensory Room Training			
Lead Person/Position		Year of Training	
Director of Special Education / Outside Providers		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Intermediate Unit Other	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Care			
Lead Person/Position		Year of Training	
Director of Special Education / Midwestern Intermediate Unit IV		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	3	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals

			Special Education Teachers
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Description of Training			
School-wide Positive Behavioral Interventions and Supports (PBIS)			
Lead Person/Position		Year of Training	
Midwestern Intermediate Unit IV		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
CPR / First Aid			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
4	4	Other	Paraprofessionals

Description of Training			
ABA Basics for Supporting Students			
Lead Person/Position		Year of Training	
Director of Special Education / PaTTAN		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	PaTTAN	Paraprofessionals

Transition

Description of Training			
Transition Services and Activities IEP Development			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit	Special Education Teachers

Description of Training			
Transition Series trainings for staff, parents, and students			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	15	District	Building Administrators General Education Teachers Parents Special Education Teachers

Science of Literacy

Description of Training			
Sonday System - Orton Gillingham Reading Intervention			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience

1	6	Other	Paraprofessionals Special Education Teachers
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Parent Training

Description of Training			
Student Staffing Meetings - Transition outcomes after graduation			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	15	District Intermediate Unit Other	Building Administrators General Education Teachers Parents Special Education Teachers

Description of Training			
IEP Development and Overview			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Parents

IEP Development

Description of Training	
IEP Writing and Development	
Lead Person/Position	Year of Training
Director of Special Education	2022-2025

Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Intermediate Unit Other	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
Social Emotional Learning IEP Development			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit	General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

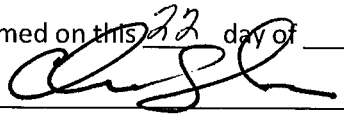
- x There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- x The school district has adopted a child find system to locate, identify and evaluate young children 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x The school district affirms 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.

Superintendent/Chief Executive Officer

Date

As required by the Pennsylvania Department of Education, the School Board President for the Reynolds School District reviewed the Special Education Plan.

Affirmed on this 22 day of June, 2022

By:  (Signature of Board President)

Christopher G. Osborne (Print Name)

_____ Board of Education