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# Pennsylvania Department of Education

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

**Special Education Report**  
**Friday, January 29, 2010**  
**(Last Approved: Wednesday, July 30, 2008)**

**Entity:** Greencastle-Antrim SD  
**Address:** 500 East Leitersburg Street  
Greencastle, PA 17225-1138  
**Phone:** (717) 597-2187  
**Contact Name:** Charles Hoover

## School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Greencastle-Antrim SD	Lincoln IU 12	Mr. C Gregory Hoover	4	2879	322

### District Special Education Contact:

Name	Title	Phone	Fax	Email
Ted Wingerd	Director of Special Education	717-597-6470	717-597-3652	ecwingerd@greencastle.k12.pa.us

## Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Brenda DeYoung	School District	Parent	Administrator
Brittany Paci	School District	Parent	Administrator
C Gregory Hoover	Greencastle-Antrim School District Superintendent	Administrator	State
Daniel Bitner	Student	Other	Administrator
Kevin Carley	Greencastle-Antrim High School	Administrator	Administrator
Kim Morrow	Greencastle-Antrim School District	Middle School Teacher	Teachers
Mary Frey	Greencastle-Antrim School District	Administrator	Administrator
Molly Murray	Greencastle-Antrim School District	Special Education Teacher	Teachers
Ted Wingerd	Greencastle-Antrim School District	Administrator	Administrator

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

### Current Program Strengths and Highlights

The Greencastle-Antrim School District is committed to meeting the educational needs of every student in the school district. The school district philosophy, "Children First", is embodied in the efforts of the district to explore and appropriately address the needs of all of its students. Having achieved a regional reputation for child-centered programming, our parents and the community serve as a strong element of support. Many of the strengths and highlights of our special education program are embedded in our overall program.

Well-developed pre-referral program

- \* First Steps to Learning- a birth to 5 years of age parent education program focusing on early child development, literacy awareness and community resources. Information available through the district website.

- \* Kindergarten screening

- \* Reading Recovery at 1st grade

- \* Intensive reading remediation, K-2

- \* IST- K-5

- \* Progress monitoring through Developmental Reading Assessments (DRAs) given twice a year. For students not meeting grade level benchmarks in the first assessment, an additional mid-year assessment is given to help guide and focus instruction. (K-5)

- \* Technology assisted remediation to offer focused repeated practice to strengthen mastery. (K-12)

- \* After school tutoring/ peer tutoring (3-12)

A commitment to provide a full continuum of programs and services with a focus on the least restrictive setting through:

- \* Staff training

- \* Co-teaching of selected regular education classes with regular and special education teachers

- \* Use of modified curriculum

- \* Use of web-based instruction (BlendedSchools) to foster program flexibility and meet individual needs

- \* Use of classroom paraprofessionals and personal care assistants.

- \* Administrative support/ IU support
- \* Highly supportive school board

Proactive parent communication

Highly Qualified Teachers- all special education teachers have highly qualified status as defined by NCLB

Well-developed transition services

- \* Vocational assessment/ interest inventories
- \* Transition Skills Class- a high school class, taught by a learning support teacher, focusing on the social and vocational skills needed to obtain and maintain employment.
- \* Job Shadowing/ Job Co-ops
- \* Career Expo/ Career Speakers
- \* College night
- \* Cooperation and collaboration with MH/MR, OVR and other community behavioral health and foster-care agencies
- \* Participation in County Transition Council
- \* Participation in Franklin County CASSP
- \* IU Work Experience Coordinator

## Identifying Students with Learning Disabilities

The district utilizes the discrepancy model. In support of this process, a well-developed Instructional Support Team (IST) process is in place kindergarten through 5th grade. IST is utilized as a pre-referral process, usually triggered by classroom teachers, to address the needs of struggling students. The issues may be academic or behavioral or both. Interventions developed by the team are implemented and monitored for efficacy. Referral for evaluation occurs when student improvement does not occur. In the event that evaluation is requested by a parent, the IST process is instituted to provide supportive information for the evaluation process. In grades 6 through 8, a pre-referral process occurs through a child study team approach, with struggling students referred by teachers and/or administrators. Intervention plans are developed, implemented and monitored for efficacy. Referral for evaluation occurs when the intervention plans are not successful. The district has not begun to implement an RTI model, at this time.

## Enrollment Differences

Not significantly disproportionate.

## Ethnicity Enrollment Differences

Not significantly disproportionate.

## 24 P.S., §1306 and §1306.2 Placements

### Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
No Section 1306 facilities are located in the Greencastl-Antrim School District	No Section 1306 facilities located in the district	0

## Incarcerated Students Oversight

The Greencastle-Antrim School District, in cooperation with the Lincoln Intermediate Unit, operates the educational program at the local correctional institutions for all incarcerated students who are or may be eligible for special education services. The Lincoln Intermediate Unit procedures are established and followed in order to notify school districts when school age youth enter the facilities.

## Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
No Section 1306 facilities within the Greencastle-Antrim School District	No 1306 facilities in the district	0

## Least Restrictive Environment 34 CFR §300.551

### Ensuring Maximum Integration

The Greencastle-Antrim School District provides a continuum of educational supports and services designed to meet the needs of each of our identified students. There is a strong emphasis on serving students within the least restrictive setting that is appropriate. The provision of needed supplementary aids and services within the regular classroom setting as well as collaboration with the intermediate unit and community agencies enhance our abilities to appropriately serve our students in the least restrictive setting. This collaboration can result in cooperative programming between various types of program options, ie. life skills, learning support and regular education, to provide an individualized program to best meet a student's needs within the least restrictive environment. Students are only removed from the regular education setting when education within the regular education setting cannot be achieved even with supplementary aids and services. Training of both regular and special education staff is a critical component in this process. Training provided by district personnel as well as training and technical assistance provided by the Lincoln Intermediate Unit aid in this process. Also attendance of selected workshops provided through PDE/PaTTAN is a valuable asset.

For district students that attend the Franklin Learning Center, a special education public school operated as a county consortium and staffed by LIU personnel, opportunities for interaction with nondisabled peers is provided through the Positive Educational Partnership (PEP) program. This program is a link between a classroom at the FLC and a regular education class within one of the county schools. Activities are planned in which the students from both classrooms participate and interact.

### Supplementary Aids and Services

Service/Resource	Description
Framework for considering the full range of supplementary aids and services.	Examples of collaborative, include but not limited to: -scheduled time for co-planning and team meetings -instructional arrangements that support collaboration, ie., co-teaching, paraeducator support
Collaborative- adults working together to support students	-professional development related to collaboration -coaching and guided support for team members in the use of assistive technology for an individual student.
Instructional- development and delivery of instruction that addresses diverse learning needs.	-Scheduled opportunities for parental collaboration -All school personnel collaborate in the development and delivery of SAS.
Physical-adaptations and modifications of the physical environment.	Examples of instructional- to include but not limited to: -provide modified curricular goals. -provide alternate ways for students to demonstrate learning. -provide test modification.
Social-behavioral- supports and services to increase appropriate behavior and reduce disruptive or interfering behavior.	-providing alternate materials and/or assistive technology (eg., materials on tape, transcribe text into Braille, large print, alternate computer access).

- providing instruction on functional skills in the context of the typical routines in the regular class.
- changing method of presentation.
- using reader services.
- providing research based supplementary materials.
- providing instructional adaptations (eg., pre-teaching, repeating directions, extra examples and non-examples)

Examples of physical- includes but not limited to:

- furniture arrangement in the environment.
- specific seating arrangements.
- individualized desk, chair, etc.
- adaptive equipment.
- adjustments to sensory input (eg., light, sound, etc.).
- environmental aids (eg., classroom acoustics, heating, ventilation).
- structural aids (eg., wheelchair accessibility, trays, grab bars).

Examples of social-behavioral- includes but not limited to:

- social skills instruction.
- counseling supports.
- peer supports (eg., facilitating friendships).
- individualized behavior support plans.
- modification of rules and expectations.
- cooperative learning strategies.

## LRE Data Analysis

## Personnel Development Activities

**Topic: The timeframe being evaluated is 2005-06. In the years since, 2006-07 and 2007-08, the district has not been on any of the Gaskin Tiers. Close monitoring of student placement combined with regular and special education training regarding the accommodations needed to appropriately serve specific groups of students, ie autistic students, has lead to increased placement in the continuum of placement options within the school district.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Fall 2008, Fall 2009 and Fall 2010	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups	As we have made the necessary improvement to be removed from the tier rating scale over the past 2 years, our goal is to continue placement practices that focus on least restrictive environments within the school district continuum of placement options, thereby maintaining a

percentage rate of 4% or lower for our students placed in other settings over the three years of the plan. Student placement and progress are evaluated throughout the year and moves to neighbor schools are made when appropriate.

## Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Franklin Learning Center	Special Education Centers	MDS	4
Franklin Learning Center	Special Education Centers	ES	1
Franklin Learning Center	Special Education Centers	LSS	3
Franklin Learning Center	Special Education Centers	AS	2
Franklin Learning Center	Special Education Centers	VIS	1
James Buchanan Middle School	Neighboring School Districts	NI	1
James Buchanan Middle School	Neighboring School Districts	LSS	1
Mercersburg Elementary	Neighboring School Districts	ES	2
Mercersburg Elementary	Neighboring School Districts	LSS	1
Montgomery Elementary	Neighboring School Districts	AS	1
Lurgan Elementary	Neighboring School Districts	NI	1
Devereax School	Approved Private Schools	ES	1
Florida Institute for Neurologic Rehab	Out-of-State Schools	AS	1

## Personnel Development for Improved Student Results

### Personnel Development - PA NCLB Goal #1

#### Reflections

- **Legacy Dataview 1965**

**Concern Last Modified:**

The 2008 PSSA results placed the elementary school on Making Progress in School Improvement I. This was met by including exited IEP students to calculated results to meet Safe Harbor requirements. Upon review of the students included, they were all speech/language students.

- **Legacy Dataview 1966**

**Strength Last Modified:**

The middle school made AYP for the 2007-2008 school year with all the initiatives it implemented. These included a strong focus on state standards, lesson plan guidelines with state standards, eligible content and anchor cards. They had subject teachers who did not teach reading or math as a specific subject, adopt an anchor. The building was committed to improving the scores.

## Base Line Data

<u>PSSA 2007</u>				
<b>3rd Grade</b>	<u><b>BB</b></u>	<u><b>B</b></u>	<u><b>P</b></u>	<u><b>A</b></u>
R	70.0	10.0	20.0	0
M	45.0	35.0	20.0	0
<b>4th Grade</b>	<u><b>BB</b></u>	<u><b>B</b></u>	<u><b>P</b></u>	<u><b>A</b></u>
R	69.0	3.4	10.3	17.2
M	51.7	10.3	17.2	20.7
<b>5th Grade</b>	<u><b>BB</b></u>	<u><b>B</b></u>	<u><b>P</b></u>	<u><b>A</b></u>
R	76.9	15.4	7.7	0
M	50.0	23.1	19.2	7.7
<b>6th Grade</b>	<u><b>BB</b></u>	<u><b>B</b></u>	<u><b>P</b></u>	<u><b>A</b></u>
R	51.5	27.3	21.2	0
M	48.5	33.3	12.1	6.1
<b>7th Grade</b>	<u><b>BB</b></u>	<u><b>B</b></u>	<u><b>P</b></u>	<u><b>A</b></u>
R	44.0	40.0	8.0	8.0
M	48.0	20.0	20.0	12.0
<b>8th Grade</b>	<u><b>BB</b></u>	<u><b>B</b></u>	<u><b>P</b></u>	<u><b>A</b></u>
R	55.6	14.8	22.2	7.4
M	51.9	25.9	22.2	0
<b>11th Grade</b>	<u><b>BB</b></u>	<u><b>B</b></u>	<u><b>P</b></u>	<u><b>A</b></u>
R	83.3	8.3	8.3	0
M	79.2	8.3	12.5	0

## Personnel Development Activities

### Topic: Reading

The district continues to work to improve PSSA results in reading. At the elementary level, implementation of the School Improvement Plan I is occurring. District-wide, programming is occurring at all levels to address student reading. At the middle school level, Study Isand and Odyssey are being utilized to instruct and assess. At the high school, as part of a graduation project at the 10th grade level, instruction is being given to students specific to PSSA preparation. For the 2008-09 schoolyear, Northwest Education Association's Measure of Academic Progress (MAP), a computerized adaptive, state-aligned assessment program that allows teachers to quickly place students on the appropriate learning path, will be piloted at selected grades at all 4 building levels.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2008, Fall 2009, Fall 2010	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	Utilizing PSSA results from the 2008 testing as a baseline, the district projects a minimum of 5% of yearly improvement in proficiency in both math and reading at

all assessed grade levels. This is a minimum of 15% of improvement over the three years of the plan.

**Topic: Math**

**As with reading, School Improvement I is being implemented at the elementary level. District-wide, teacher professional development in state standards and anchors, as well as a focus on eligible content is aiding student growth. Technology-based programming, ie, Odyssey and Study Island, are assisting with individualization and assessment. The MAP assessment of NWEA will be piloted in 2008-09 to aid in targeting the appropriate instructional levels of all students.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Fall 2008, Fall 2009 and Fall 2010	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	<p>Reading 2008-09: projected percentage of improvement- 5% 2009-10: projected percentage of improvement- 5% 2010-11: projected percentage of improvement- 5%</p> <p>Math 2008-09: projected percentage of improvement- 5% 2009-10: projected percentage of improvement- 5% 2010-11: projected percentage of improvement- 5%</p>

**Qualified Staff**

**Reflections**

There are currently no reflections selected for this section.

**Base Line Data**

100% of the teachers in the Greencastle-Antrim School District have highly qualified status. This status is maintained through a thorough hiring process. The goal of the district is to maintain this percentage through the three years of the plan.

**Personnel Development Activities**



**Topic: AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs. The district has utilized the expertise of the LIU to inservice and support our teachers and staff and to provide consultative guidance, as needed.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Spring 2009, Spring 2010, Spring 2011	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups	<p>Student performance will improve as measured by either the PSSA or the PASA as follows:            2008-09: projected percentage of improvement- 5%            2009-10: projected percentage of improvement- 5%            2010-11: projected percentage of improvement- 5%</p> <p>Role of paraeducator/ highly qualified teacher-            All paraprofessionals and teachers will continue to have highly qualified status during the 2008-09 school year.            All paraprofessionals and teachers will continue to have highly qualified status during the 2009-10 school year.            All paraprofessionals and teachers will continue to have highly qualified status during the 2010-11 school year.</p>

**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. Paraeducators will receive appropriate professional development to meet the needs of the students and programs that they support. Beginning in July of 2008, all paraeducators in the district will receive a minimum of 20 hours of job specific inservice yearly. Paraeducators that do not possess at least a two year associates degree, will have the opportunity to take the CAPE test.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
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Inservice will be provided in the Spring of the 2008-09 school year, Spring of the 2009-10 school year, Spring of the 2010-11 school year.	IU Staff, District Inservice	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	All paraprofessional and teachers will have highly qualified status by the end of the 2008-09 school year. All paraprofessionals and teachers will continue to have highly qualified status during the 2009-10 school year. All paraprofessionals and teachers will continue to have highly qualified status during the 2010-11 school year.
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## Transition/Post School Outcomes

### Reflections

There are currently no reflections selected for this section.

### Base Line Data

The current graduation rate for students with IEPs is 100%. The district offers an array of program options that act to deter students from dropping out. Over the course of the three year plan, the district will work to maintain our 100% graduation rate.

### 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. The district offers numerous opportunities and services to assist with transition. Key components are a vocational assessment of all 9th grade students, a transition class to specifically address the issues of vocational readiness, ie, work behaviors, job application skills to include interview skills, actual on-site work experience, community service opportunities as well as awareness of community services and resources, collaboration with the LIU work experience coordinator, participation in the county-wide transition counsel, working relationships with MH/MR and OVR. The district also has a well developed school to work program through its regular education program that is available to students with IEPs. The district provides a career fair as well as a college night.**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Spring 2009, Spring 2010, Spring 2011	IU Staff, Community agencies	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Maintain current graduation rate of 100% over the three years of the plan.

## Behavior Support Services

### Reflections

There are currently no reflections selected for this section.

### Summarized School District Policy

The IEP process is utilized as the primary problem solving vehicle for addressing individual student behavior problems. Starting with a functional behavioral assessment to determine behavioral triggers and motivating factors, a behavior intervention plan is crafted to address student behavior. A team approach is utilized to monitor progress and make necessary adjustments to the plan. Parents play an active role in this team approach. Behavior specialists from the IU are utilized when needed. Also, representatives from community agencies can play a critical role in planning and implementation.

### Personnel Development Activities

#### Topic: Positive Behavioral Supports

**As a school wide approach, positive behavioral supports are utilized to address and improve student behavior. This approach includes active involvement on the part of parents to be effective. Access to counseling, social skills training and positive acknowledgement for positive performance combine to help in the process of teaching replacement behavior.**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2008, Fall 2009, Fall 2010	PATTAN Staff, IU Staff	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	School Exclusions/ crisis events- during the 2007-08 schoolyear, 58 students with IEPs received a total of 201 days of inschool suspension (ISS); no student exceeded 10 consecutive days or 15 cumulative days. Also during the 2007-08 schoolyear, 18 students received a total of 83 days of out of school suspension (OSS); no student exceeded 10 consecutive days or 15 cumulative days. 2008-09- a 5% projected reduction in school exclusions and a 5% increase in staff trained in non-violent crisis intervention techniques and positive behavioral intervention.

2009-10- a 5% projected reduction in school exclusions and a 5% increase in staff trained in non-violent crisis intervention techniques and positive behavioral intervention.  
 2010-11- 5% projected reduction in school exclusions and a 5% increase in staff trained in non-violent crisis intervention techniques and positive behavioral intervention.

Attendance Rates- the attendance rate from our most recent data was 94.75 during the 2006-07 school year.  
 2008-09 schoolyear: projected percentage of improvement- 1% or 95.75  
 2009-10 schoolyear: projected percentage of improvement- 1% or 96.75  
 2010-11 schoolyear: projected percentage of improvement- 1% or 97.75

**Topic: De-escalation Techniques**

**As part of new teacher induction, all staff are inserviced in non-violent crisis intervention techniques. This training focuses on the awareness of crisis evolution with a focus on de-escalation techniques.**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2008, Fall 2009, Fall 2010	IU Staff, Qualified district personnel	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Study Groups	During the 2007-08 school year, 58 students with IEPs received a total of 201 days of in-school suspension. The same year, 18 students received a total of 83 days of out-of-school

suspension.

Projected percentage of improvement for the 2008-09 school year: 5% decrease in student disciplinary exclusions and a 5% increase in staff trained in nonviolent crisis intervention and positive behavioral management.  
2009-10: 5% decrease in student disciplinary exclusions and a 5% increase in staff trained in nonviolent crisis intervention and positive behavioral management.  
2010-11: 5% decrease in student disciplinary exclusions and a 5% increase in staff trained in nonviolent crisis intervention and positive behavioral management.

**Topic: School-based Behavioral Health**

**The district works in cooperation with community-based behavioral health providers with the school setting. Although there are no formalized agreements, authorized and appropriate exchange of information is utilized to monitor and address student behavior health issues within the school setting. The district contracts with the Lincoln Intermediate Unit for its emotional support program, school psychologists and behavior specialists.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Spring 2009, Spring 2010, Spring 2011	IU Staff, District	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Study Groups	From a baseline of 94.75% attendance, the following improvement is projected: 2008-09- 1% improvement in attendance 2009-10- 1% improvement in attendance 2010-11- 1% improvement in attendance

## Interagency Collaboration (11 P.S. §875.304)

### Ensuring FAPE/Hard to Place Students

The school district has not encountered difficulty providing FAPE for an individual student or a particular disability category. Our ability to provide FAPE has been fostered by a school district philosophy of Children First, a strong working relationship with the Lincoln Intermediate Unit #12, a cooperative relationship with the various agencies, ie, MH/MR, Children and Youth, that provide for children in our county as well as active participation in the newly reactivated local CASSP process. CASSP has only been reactivated in Franklin County within the past year. We have requested assistance from CASSP when we have seen a breakdown in the services for a child and the lack of service coordination has a debilitating effect on the child's overall functioning. Communication with and involvement in the transition processes from early intervention to school age and from school age to post secondary programming is a routine part of the districts process in providing appropriate programming.

### 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	Greencastle-Antrim Primary	E	GE	S	LS	5	8	10	1
-	IU	Greencastle-Antrim Primary	E	GE	FT	ES	5	8	12	1
-	IU	Greencastle-Antrim Primary	E	GE	FT	AS	5	8	7	1
-	SD	Greencastle-Antrim Elementary	E	GE	S	LS	8	11	20	1
-	SD	Greencastle-Antrim Elementary	E	GE	S	LS	8	11	20	1
-	SD	Greencastle-Antrim Elementary	E	GE	S	LS	8	11	20	1
-	SD	Greencastle-Antrim Middle School	M	GE	S	LS	11	14	20	1
-	SD	Greencastle-Antrim Middle School	M	GE	S	LS	11	14	20	1
-	SD	Greencastle-Antrim Middle School	M	GE	S	LS	11	14	20	1
-	IU	Greencastle-Antrim Middle School	M	GE	S	ES	11	14	15	1
-	SD	Greencastle-Antrim High School	S	GE	I	LS	14	18	50	1
-	SD	Greencastle-Antrim High School	S	GE	S	LS	14	18	20	1
-	SD	Greencastle-Antrim High School	S	GE	S	LS	14	18	20	1
-	SD	Greencastle-Antrim High School	S	GE	S	LS	14	18	20	1
-	IU	Greencastle-Antrim High School	S	GE	S	ES	14	18	15	1
-	IU	Greencastle-Antrim High School	S	GE	FT	LSS	14	18	15	1
-	IU	Greencastle-Antrim Primary	E	GE	I	SLS	5	8	32	.5
-	IU	Greencastle-Antrim	E	GE	I	SLS	8	11	32	.5

Elementary									
- IU	Greencastle-Antrim Middle School	M	GE	I	SLS	11	14	8	.12
- IU	Greencastle-Antrim High School	S	GE	I	SLS	14	18	8	.13
- IU	Greencastle-Antrim Primary	E	GE	I	DHIS	5	8	2	.05
- IU	Greencastle-Antrim Elementary	E	GE	I	DHIS	8	11	2	.05
- IU	Greencastle-Antrim Middle School	M	GE	I	DHIS	11	14	2	.05
- IU	Greencastle-Antrim High School	S	GE	I	DHIS	14	18	2	.05
- IU	Greencastle-Antrim Elementary	E	GE	I	BVIS	8	11	1	.02
- IU	Greencastle-Antrim Middle School	M	GE	I	BVIS	11	14	1	.02

## Support Staff (District)

### School District: Greencastle-Antrim SD

ID	OPR Title	Location	FTE
- SD	Instructional Aide	Greencastle-Antrim Primary School	0.50
- SD	Personal Care Assistants	Greencastle-Antrim Primary School	3.50
- SD	Instructional Aide	Greencastle-Antrim Elementary School	2.50
- SD	Personal Care Assistant	Greencastle-Antrim Elementary School	1.00
- SD	Instructional Aide	Greencastle-Antrim Middle School	3.00
- SD	Personal Care Assistant	Greencastle-Antrim Middle School	2.00
- SD	Instructional Aide	Greencastle-Antrim High School	3.50

## Contracted Support Services

ID	IU / Agency Title / Service	Amount of Time per Week
- IU	School Psychologist	5 Days
- IU	Audiologist	20 Minutes
- IU	Work Experience	2 Hours
- IU	Orientation/ Mobility	10 Minutes
- IU	OT	15 Hours
- IU	PT	12 Hours

# Assurance for the Operation of Special Education Services and Programs

## School Years: 2008 - 2011

The Greencastle-Antrim SD within Lincoln IU 12 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