



Capital Area Intermediate Unit

# **Special Education Regional Plan**

Plan approved by the CAIU Board of Directors: February 22, 2007  
Revised: May 22, 2008

Appendix created: May 2008  
Updated: June 2009

## Introduction

In June, 2005, the superintendents in the Capital Area Intermediate Unit and the CAIU administration discussed the need to assess the delivery of special education services within our region in order to serve children with disabilities as effectively as possible. Sherri Smith, Superintendent from the Lower Dauphin School District, and Glenn Zehner, then CAIU Executive Director, were asked to co-lead a long range special education planning process.

At the start of the 2005-2006 school year, members of the Capital Area Intermediate Unit's Superintendents and Special Education LEAs formed a committee to study the current programs and services offered by the Capital Area Intermediate Unit and to develop a strategic plan to improve the continuum and collaboration of services and programs offered by both the districts and the CAIU. Dr. Joy Eichelberger, and Dr. Victor Rodriguez, Pennsylvania Department of Education, served in the roles of co-facilitators of this committee.

The committee met six times throughout the 2006-2007 school year, collected data from each of the sending districts, compiled the data and analyzed the results to determine trends and areas of consensus and identified program needs of the district and areas to concentrate on the development of action plans.

The overall goal of the study was to “develop a coordinated system of programs and services that would maximize the Capital Region’s resource capacity and provide a continuum of services for students with disabilities.” The committee identified five recommendations based upon the data collected and analyzed. These recommendations were as follows:

1. Regionalize “selected” services into established district consortiums. Consolidate “low-incidence” services into central locations to serve all CAIU districts’ students.
2. Examine IU related personnel to determine both the internal and external provision needs of staff. Conduct ongoing review of staffing operation to appropriately staff programs and services provided by the Capital Area Intermediate Unit.
3. Develop tiered structure according to the severity of disability within programs to provide appropriate levels of intervention to best serve the needs of the students (Emotional Disturbance, Autism, Multiple Disabilities, etc). Develop program cost structure and menu of service offerings.
4. Explore provision of transportation by the IU at state formula cost and determine district interest in contracting with IU. Additionally, establish procedures for types and frequency of day trips based on curriculum relevance and other established criteria.
5. Improve communication among districts and the CAIU by establishing the following:
  - ◆ Establish a SEAC (Special Education Advisory Council) – (District/IU Advisory)
  - ◆ Establish parent groups – Regional disability specific i.e., Autistic
  - ◆ Clarify purpose of SEAC and district contact meetings.

It was agreed that five committees would be formed of superintendents, special education directors from the districts, special education supervisors from the CAIU, and other administrators to address the five recommendations through various plans.

The Regional Special Education Strategic Plan Steering Committee is comprised of the individuals listed below. These individuals meet quarterly to review the Plan, address issues that have arisen from the implementation of the Action Plans or from the SEAC group, and to make revisions to the Plan as necessary.

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>SCHOOL DISTRICT</u></b>
Barbara J. Alitto	Director of Special Education	South Middleton
Dr. Mike Boryan	Supervisor of Special Education	Shippensburg
Ed Burns	Superintendent	Greenwood
Keith Focht	Supervisor of Special Education	Halifax
Richard Fry	Superintendent	Big Spring
Keith Imboden	Director of Special Education	Harrisburg
Kathy West - Gottlieb	Director of Student Services	Camp Hill
Sheree-Lee Knorr	Superintendent	Millersburg
Alicia McDonald	Director of Student Services	CAIU
Amy C. Morton	Executive Director	CAIU
Dr. Mary Riley	Acting Superintendent	Cumberland Valley
Lynn Dell	Director of Special Education	Derry Township
Dr. Brian Small	Superintendent	Northern York
Dr. Sherri Smith	Superintendent	Lower Dauphin
David Suydam	Supervisor of Special Education	West Perry

<b>Report from Group #1</b>
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Name	School District
<b>Dr. Sherri Smith</b>	<b>Lower Dauphin, <i>Co-chair</i></b>
<b>Dr. Glenn Zehner</b>	<b>CAIU, <i>Co-chair</i></b>
Judy Barnhouse	Cumberland Valley
Dr. Linda Bigos	East Pennsboro
Thomas Burnheimer	West Shore
Connie Connelly	West Shore
Richard Fry	Big Spring
Bill Gillet	Big Spring
Joseph Hood	Mechanicsburg
Dr. Dave Hoover	West Perry
Sheree Lee Knorr	Millersburg
Kathy Kramer	East Pennsboro
Dr. Jacqueline Lesney	Shippensburg
Alicia McDonald	CAIU
Amy Morton	CAIU
David Suydam	West Perry
Dr. Jean Walker	Cumberland Valley
Kathy West	Camp Hill
Beverly Wilson	Cumberland Valley

**Recommendation:** Regionalize selected services into district consortia. Consolidate low incidence services into central locations to serve all CAIU students' students.

The reader will find two reports from Group #1 – a Special Education Services Management Plan Guide and Special Education Facilities Fair Share Plan.

# Capital Area Intermediate Unit *and* Supporting School Districts

## Special Education Services Management Plan Guide

This Management Plan Guide was developed as part of the Capital Area Intermediate Unit Special Education Strategic Plan. A committee of individuals who have district and IU special education administrative responsibilities and Superintendents developed the plan.

This plan is to provide a **framework** for school districts to assist them in developing consortium management plans. This framework is only meant to act as a guide to the CAIU, individual school districts, and district consortia. Flexibility is expected within each of these levels depending on how consortia/districts develop their management plans. The levels of services provided to the students are dependent on the specific needs of the students, as well as the capacity of each individual district and consortium to provide these levels of services.

# **Management Plan**

## **Level I Services**

**Level I Services are provided to students who are able to function in the regular school buildings and benefit from various levels of inclusion in the regular classrooms. These services are provided within each district or, in some cases, collaboratively within each consortium.**

### **Examples of Student populations to be served:**

- Learning Support
- High Functioning Emotional Support
- High Functioning Autism Support
- High Functioning Life Skills Support
- Speech (Itinerant)

## **Level II Services**

**Level II Services are provided to populations of students who require more intensive support services and where there is a need to work collaboratively within the consortium due to the low number of students who require these types of classrooms within each district. These services are provided collaboratively within each consortium.**

**There is a lot of flexibility of the management plan for Level II services based on the needs and structure of each consortium. The following information for Level II services is provided to give each consortium “food for thought” in the development of their own management plans.**

**In establishing a Management Plan, the following tasks are recommended for discussion and consensus within the group:**

- Determine meeting and communication schedule for the Consortium LEAs. Decide on a facilitator and secretary for each consortium.
- Develop structure for identifying needed services and determining if consortia/district/or IU services
- Determine which building/district will host needed classroom. (Keep in mind the CH. 14 Regulation that states that “The location of classes shall be maintained within a school building for at least 3 school years.”)
- Determine structure for hiring personnel/transfers of position.
- Determine plan for orientation and training of Servicing District Personnel
- Fiscal (cost structure for base program and related services and billing practices):
- Discuss programmatic support from IU to build capacity

- Determine how to manage Billing for ACCESS
- Develop Memorandum of Understanding between Sending and Host Districts
- Determine the details of managing PSSA, discipline, etc. (home district responsibility).
- Develop plan for space availability for outside consortium districts
- Develop plan for Extended School Year (ESY) services
- Determine plan for dissolving of classrooms/positions

**Examples of Student Populations to be Served:**

- Low functioning students with Autism
- Higher functioning students with multiple disabilities, vision, and/or deaf or hard of hearing disabilities that can benefit from being in district buildings.
- Student receiving Functional Life Skills programming
- Full time students with Emotional Disturbance receiving a therapeutic model.
- Kindergarten through second grade students requiring intensive speech assistance.
- Any level III population based upon a sufficient enrollment and ability to support.

**Related Services to Consider:**

- Occupational and physical therapy
- Speech and Language
- Social work
- Other related services as identified on IEPs

**In discussion for determining the location of the consortium classroom, there needs to be an understanding of the responsibilities of the Servicing District (where the classroom is provided) and of each of the Sending Districts (Home district of students attending classroom). The following is a list of potential responsibilities for the Servicing District and the Sending Districts:**

**Responsibilities of Servicing District:**

- Provide Classroom Space/ Furniture/Materials
- Hiring and Supervision of Classroom Teacher and Assistant(s) (Ensure appropriate certification of staff.)
- Supervise Program
- Provide Related Services
- Provide Mid-day Transportation/Educational & Vocational Trips
- Provide Health and Maintenance Services
- Develop IEPs with Local Education Agency (LEA) from home district invited
- Follow District Curriculum
- Follow Host District's School Calendar
- Establish and Enforce Discipline Procedures
- Fiscal Management (Charges to Sending Districts)

**Responsibilities of Sending Districts:**

- Provide Transportation
- Provide Servicing District with Student Information and Health Records
- Maintain LEA for Students.
- Maintain State Reporting of Students
- Materials for Possible Student Specialized Use.

- Responsible for Sharing in Cost of Classroom (plus personal care aide/nurse or other specialized services specific to the student)
- Responsible for Student Diplomas
- Responsible for Due Process and Associated Costs
- Assist with and/or Provide Personal Care Assistants/Nurses (as agreed upon with Servicing District)

## Level III Services

**Level III Services are provided to populations of low incidence disabilities that require intensive outside services. The Capital Area Intermediate Unit may provide these services.**

**There is less flexibility in the management plan for Level III services, which are provided by the CAIU, to ensure conformity of services to each of the Sending Districts.**

### **Examples of Student Populations to be Served:**

- Student with Emotional Disturbance requiring intensive services
- Students needing mental health services
- Students with Multiple Disabilities and/or receiving life skills instruction
- Low functioning students with Autism with dual diagnosis
- Students with Vision Impairment requiring intensive services
- Students with Deafness and/or Hard of Hearing requiring intensive services
- Students needing Short-term diagnostic placement
- Students needing Short-term alternative education services
- Selected Level II populations based upon consortium or district need.

### **Related Services to be Considered:**

- OT/PT
- Speech and language
- Social Work
- Psychiatric services
- Psychological services
- Vocational and transition services
- Itinerant or other non-class placement services

**There are two types of classroom programs provided in Level III services through the Intermediate Unit. There is 1) in-district delivery and 2) center-based delivery. The responsibilities for each of these types of service are different and are listed below.**

**In-district classrooms are provided by the Intermediate Unit. Classroom space is provided by the districts/consortiums. Each consortium is responsible to find the space needed to service their children who require these services, as required by the Fair Share Plan.**

# In-District Delivery

## **IU Responsibilities:**

- Nursing Consultation to develop Health Plans
- Supervise Classroom and Staff
- Provide Speech & Language Services if it is a major part of the program. If it is a related service, the IU and Host District will reach an agreement on who provides the service based on available personnel and knowledge.
- Provide OT/PT services if it is a major part of the program. If it is a related service, the IU and Host District will reach an agreement on who provides the service based on available personnel and knowledge.
- Provide Psychiatric Services
- Provide Vision and Deaf and Hard of Hearing Services
- Provide Social work, intensive counseling
- Provide Mid-day Transportation (to be determined with sending districts)
- Provide Curriculum and Materials
- Provide Furniture, if Host District does not have any available
- Provide Technology and Communication Systems, if Host District does not have any available
- Provide PASA Tests
- Develop IEPs and case management, transition planning
- Provide Substitutes – IU calls
- Provide Induction and Staff Development – for all staff in Host Building: specific to needs of the child and class
- Introduce Class and Personnel to Building Staff
- ACCESS Billing – Discuss Billing and returns to Consortium
- Building Agreements should include input from and information to Special Education Director, Principal, and Superintendent
- Hire and Supervise Classroom Teacher and Assistant(s) (Ensure appropriate certification of staff.)
- Develop School Calendar/days (As close as possible to Host District Calendar)
- Assign Daily Times of Class (As close as possible to Host School)
- Provide Extended School Year (ESY) services
- Weekly notification of attendance concerns to Sending District Special Education Contact; Monthly reporting of overall attendance

## **Host District Responsibilities:**

- Provide specials: art, music, physical education, library, and computer classes
- Provide Health Services: medication, record management, screenings, parent contacts, IEP meetings
- Provide for Individualized Health Plans, if appropriate, in consultation with IU-Assigned Nurse
- Assist with day-to-day administration, including discipline (Collaboration with CAIU Supervisor)
- Speech and Language (agreement will be established with CAIU as related service)
- OT/PT (agreement will be established with CAIU as related service)
- Psychological service (agreement will be established with CAIU as related service)
- General School Counseling Services
- Provide PSSA Testing
- Management issues such as Free and Reduced Lunches

- Invite IU Staff to Regular School Functions and Trainings
- Induction to Building Procedures

### **Sending District Responsibilities:**

- LEA
- Referral to CAIU
- Communication with Advisory Groups (Goal #5)
- Response to Intervention data/reports that provide background on students' progress within district
- Transition plan for student into district with progress reports and recommendations from IU
- Attendance Accountability
- Due process
- Provide Transportation (To & From)

## **Center Delivery**

### **IU Responsibilities:**

- Management of staff, programs, facilities
- Mid-day transportation, with possibility of to and from school
- Hiring
- Communication – example: IEP meeting notice should allow sufficient time for planning schedules, preparing transition process back to districts, avoiding surprises
- Related services: OT/PT, speech/language, social work, psychologists
- Health services
- Curriculum
- Special subjects: P.E., technology
- Career education
- Contact person to each consortium
- Fair share plan and time period for hosting
- Attendance reports sent to special education directors
- Discipline
- PSSA/PASA
- Penn Data
- ACCESS
- Establish Food service by district where center is located
- Weekly notification of attendance concerns to Sending District Special Education Contact; Monthly reporting of overall attendance

### **Sending District Responsibilities:**

- LEA
- Communication with advisory groups (Goal #5)
- Response to Intervention data/reports that provide background on students' progress within district
- Transition plan for student into district with progress reports and recommendations from IU
- Attendance accountability
- Provide Transportation (To & From)

*Capital Area Intermediate Unit*  
*Administrative Procedure #2000-04*

**SPECIAL EDUCATION FACILITIES FAIR SHARE PLAN**

Approved by the Superintendent's Council & CAIU Board of Directors in 2000  
Revised 2008

**Note:** You may use this document at your discretion; however, it is our policy that you acknowledge the Capital Area Intermediate Unit on any work that you copy or borrow. We are proud of the work that we have done, and we would appreciate your recognition of our agency when it is used or shared.

**PA Code 14.144. - Facilities**

The comparability and availability of facilities for students with a disability shall be consistent with the approved intermediate unit or school district plan, which shall provide, by description of policies and procedures, the following:

(1) Students with disabilities will be provided appropriate classroom space.

(2) Moving of a class shall occur only when the result will be:

(i) To bring the location for delivery of special education services and programs closer to the students' homes.

(ii) To improve the delivery of special education services and programs without reducing the degree to which the students with disabilities are educated with students without disabilities.

(iii) To respond to an emergency which threatens the students' health or safety.

(iv) To accommodate ongoing building renovations, provided that the movement of students with disabilities due to renovations will be proportional to the number of students without disabilities being moved.

(v) That the location of classes shall be maintained within a school building for at least 3 school years.

(3) Each special education class is:

(i) Maintained as close as appropriate to the ebb and flow of usual school activities.

(ii) Located where noise will not interfere with instruction.

(iii) Located only in space that is designed for purposes of instruction.

(iv) Readily accessible.

(v) Composed of at least 28 square feet per student.

**Source** - The provisions of this §14.144 adopted June 8, 2001, effective June 9, 2001, 31 Pa.B. 3021.

## **I. Purpose and Intent**

- A. The Capital Area Intermediate Unit (CAIU) and its member school districts acknowledge that we have a collective obligation to meet the facilities needs involved in providing special education services to children with disabilities. In order to meet this obligation, we agree to this Special Education Facilities Fair Share Plan (hereafter referred to as the Plan). This Plan is intended not only to ensure that children with disabilities in CAIU-operated classes are provided with appropriate classroom space, but also to avoid costly disputes and litigation which are counterproductive to the best interests of children. Appropriate space is understood to mean classroom space which meets all federal and state statutory and regulatory requirements governing facilities for children with disabilities.
- B. To meet the above obligation, the CAIU and its member districts agree that districts must provide classroom space for CAIU-operated classes as described as “Level Three Services”. That is, a consortium would be obligated to provide classroom space based on a plan described herein. Given the geography of the CAIU, districts have been arranged in consortia, and each consortium must meet its collective duty to provide classroom space for CAIU classes.
- C. Timelines for communicating space needs and available space have been established to provide sufficient time for planning. The CAIU and its member districts believe that providing classroom space is a critical and collective obligation; therefore, this Plan describes steps which will be taken in the event that following the Plan does not result in identifying sufficient, appropriate classroom space for children with disabilities.

## **II. Consortia and Regions**

- A. Districts have been grouped into consortia. A rotating annual schedule of consortium liaisons will be established and communicated to CAIU. These liaisons are responsible for convening meetings as needed to resolve issues impacting the consortium. CAIU liaisons shall help organize these meetings. Classroom space owed under this Plan is calculated by consortium. It is expected that the CAIU, for programmatic or geographic reasons, may request classroom space be located in a particular area or consortium. The consortia will make every reasonable effort to accommodate such requests.
- B. The role of the CAIU consortium liaison is based on the individual needs of the consortia. The role can include, but is not limited to, the following:
  - Attend consortium meetings as requested
  - Serve as an informational resource (training opportunities, available supports and services, CAIU policies and procedures)
  - Support the consortium members as they develop/improve processes for serving students with disabilities
  - Serve as a single point of contact to facilitate communication
  - Share information about consortia issues, class changes with IU Supervisors/Admin, as appropriate
  - Providing information as requested, to consortia
  - Offering to check on availability of appropriate trainings.
  - Share information on IU policies and practices, training opportunities, classroom opportunities, itinerant services to meet discussed needs

C. Consortia List – Regions are noted in parentheses.

Consortium 1 (Western Region)

- Big Spring
- Carlisle
- Mechanicsburg
- Northern York
- Shippensburg
- South Middleton

Consortium 2 (Western Region)

- Greenwood
- Newport
- Susquenita
- West Perry

Consortium 3 (Eastern Region)

- Derry Township
- Lower Dauphin
- Middletown
- Steelton-Highspire
- Susquehanna
- Central Dauphin and Harrisburg will operate independently for the most part. However, there will be occasions for them to work with Consortium 3.

Consortium 4 (Eastern Region)

- Halifax
- Millersburg
- Upper Dauphin

Consortium 5 (Western Region)

- Camp Hill
- Cumberland Valley
- East Pennsboro
- West Shore

D. Regions

When issues of classroom space cannot be resolved at the consortium level, districts will need to resolve at the regional level.

**III. Action Steps and Timelines**

- A. By January 1 of each year, the CAIU will survey all consortia superintendents to determine IU classroom space which will be available for the subsequent school year. Space identified in this survey is considered a commitment which may not be reversed without agreement by the CAIU and PDE approval of the district's Special Education Plan Revision Notice. Transition student numbers need to be ready by this date.
- B. By April 1 of each year, based on projected enrollments, the CAIU will determine its need for district-based classroom space for the subsequent school year.

- C. By April 15 of each year, if space needs exceed the space identified in the February survey, the CAIU will communicate in writing where additional space – elementary or secondary – must be provided by consortium, based on the numbers of children with disabilities from each region. At any time during a school year, increasing enrollments or other circumstances may require a region to provide additional classroom space. In this event, districts will be given at least two months notice by the CAIU regarding the need for additional space. CAIU will identify the criteria needed for each classroom.
- D. By April 30 of each year, if space needs have not been met, the CAIU will facilitate a meeting with consortia or regional superintendents and special education supervisors to identify potential solutions to the space needs.

**IV. Classroom Space Resolution**

- A. For each school year, a consortium owes a number of classroom spaces based on the numbers of children with disabilities in CAIU-operated classes on April 15 of the previous school year. The total number of classroom spaces owed by a consortium is calculated by a formula where 8 students is equivalent to one classroom space (using 8 as a factor ensures that the formulas provide **at least** the minimum number of classrooms necessary). Classroom space is distinguished as either district-based (i.e., a CAIU class in a district-operated building), or CAIU-based (i.e., a CAIU class in a CAIU-operated or non-district-operated facility).
- B. In applying the classroom space formula, consortia are expected to make every effort to ensure that contribution of classroom space by each school district in the consortium is proportionate to that school district’s number of students in CAIU classes. At a minimum, each consortium is expected to establish an agreed-upon fiscal formula for assessing school districts whose classroom space contributions are less than proportionate.

Classroom Space Formulas:

$$\frac{\text{\# of children from consortium (by District) in CAIU-based classes}}{8} = \text{Total \# of classrooms owed by Consortium}$$

- C. It is understood that this Plan does not prevent students from being placed in a consortium other than their resident consortium.
- D. Regions understand and are expected to pursue, as a last resort, the option of establishing new portable space or displacing regular education classroom to meet identified student needs. In such situations, the CAIU will coordinate assessing each consortium a proportionate share of the costs associated with establishing and maintaining a portable space, even if it must be used by children who are nondisabled in order to make an appropriate existing classroom space available. If a consortium chooses to use portable classrooms to meet its Plan obligations, it shall do so only when an equal number of children who are nondisabled and children with disabilities are placed in such facilities within the consortium where the portable classroom is located.

**V. Consequences for Plan Failure**

In the event that following the above steps does not result in the identification of sufficient, appropriate space by the established timelines, the following steps will be taken.

- A. If necessary space is not identified by May 1, the CAIU will notify in writing the Bureau of Special Education at the Pennsylvania Department of Education (PDE) and request their assistance.
- B. If assistance from PDE does not resolve the matter by May 15, the CAIU will notify, in writing, the districts of the affected students. Those districts are responsible for notifying parents of affected students. Resident districts shall develop plans for the education of affected students.

## **VI. Additional Points of Agreement**

- A. Via Superintendents' Advisory Council, districts shall consult with the CAIU regarding facilities issues in an on-going manner throughout the school year.
- B. All personnel working in buildings where CAIU classes are located shall follow a written Building Agreement developed annually by the district and the CAIU.
- C. During the early planning stages of any construction projects – whether they involve new or existing buildings – superintendents shall consult with the CAIU Executive Director in a timely fashion in order to consider the CAIU's facilities needs in a meaningful fashion.
- D. Districts providing classroom space for special education students from multiple districts agree to host the program for a minimum of three years in accordance with Chapter 14 requirements.
- E. In-District Delivery

### **Host District Responsibilities:**

- Provide specials: art, music, physical education, library, and computer classes
- Provide Health Services: medication, record management, screenings, parent contacts, IEP meeting
- Provide for Individualized Health Plans
- Assist with day-to-day administration, including discipline (Collaboration with CAIU Supervisor)
- Speech and Language (agreement will be established with CAIU as related service)
- OT/PT (agreement will be established with CAIU as related service)
- Psychological service (agreement will be established with CAIU as related service)
- General School Counseling Services
- Provide PSSA testing
- Management issues such as free and reduced lunches
- Invite IU staff to regular school functions and trainings
- Induction to building procedures

### **IU Responsibilities:**

- Nursing consultation to develop health plans
- Supervisor of classroom and staff
- Provide Speech and Language services if it is a major part of the program. If it is a related service, the IU and Host District will reach an agreement on who provides the service based on available personnel and knowledge.
- OT/PT services if it is a major part of the program. If it is a related service, the IU and Host District will reach an agreement on who provides the service based on available personnel and knowledge.

- Provide Psychiatric services
- Provide Vision and Deaf and Hard of Hearing Services
- Provide Social work, intensive counseling
- Mid-day transportation to be determined with districts
- Provide curriculum and materials
- Provide furniture, if host district does not have any available
- Provide technology and communication systems, if host district does not have any available.
- Provide PASA tests
- Develop IEP's and case management, transition planning
- Provide substitutes – IU calls
- Provide Induction and staff development – for all staff in host building: specific to needs of the child and class
- Introduce class and personnel to building staff
- ACCESS billing – discuss billing and returns to consortium
- Building agreements should include input from and information to special education director, principal, and superintendent
- Hire and supervise classroom teacher and assistant(s) – Ensure appropriate certification of staff
- Develop School calendar/days (schedule as close as possible to host school district)
- Provide Extended School Year (ESY) services

#### **Sending District Responsibilities**

- LEA
- Referral to CAIU
- Communication with Advisory Groups (goal #5)
- Response to intervention data/reports that provide background on students' progress within districts
- Transition plan for student into district with progress reports and recommendations from IU
- Attendance accountability
- Due process
- Provide transportation (to & from)

#### **F. Center Delivery**

##### **Sending District Responsibilities:**

- LEA
- Communication with advisory groups (Goal #5)
- Response to intervention data/reports that provide background on students' progress within district
- Transition plan for student into district with progress reports and recommendations from IU
- Attendance accountability
- Provide Transportation (to & from)

##### **IU Responsibilities:**

- Management
- Mid-day transportation, with possibility of to-and-from school
- Hiring
- Communication – example: IEP meeting notice should allow sufficient time for planning schedules, preparing transition process back to districts, avoiding surprises

- Related services: OT/PT, speech/language, social work, psychologists
- Health services
- Curriculum
- Special subjects: P.E., technology
- Career education
- Contact person to each consortium
- Fair share plan and time period for hosting
- Attendance reports sent to special education directors
- Discipline
- PSSA/PASA
- Penn Data
- ACCESS
- Establish food service where center is located

<b>Report from Groups #2 &amp; #3</b>
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**Group #2**

Name	School District
<b>Keith Focht</b>	<b>Halifax, <i>Co-chair</i></b>
<b>Amy Morton</b>	<b>CAIU, <i>Co-chair</i></b>
Barbara Alitto	South Middleton
Dr. Kristen Angstadt	CAIU
Pat Butler	CAIU
Todd Kehler	Susquenita
Connie Kindler	Camp Hill
Kathy Scott	Middletown Area
Shelly Thomas	Northern York

**Group #3**

Name	School District
<b>Rosemary Holecki</b>	<b>CAIU, <i>Co-chair</i></b>
<b>Don Kensinger</b>	<b>Lower Dauphin, <i>Co-chair</i></b>
Dr. Linda Bigos	East Pennsboro
Kathy Kramer	East Pennsboro
Arlene Moll	CAIU
Daren Moran	CAIU
Dr. Mary Riley	Cumberland Valley

**Group #2** developed profiles for each program offered by the Capital Area Intermediate Unit for students with disabilities. Specific content can be found in the Appendix.

**Group #3** developed a pricing structure for each program. After each profile, you will find a breakdown of expenses and offsetting revenues that lead to a proposed cost per student. It is important to keep in mind that the proposals are based on maintaining similar student enrollments from year to year. These figures do not include facility costs.

Included in this report are rate proposals for individual Non-Class Placement Services, including vocational services, evaluations, and other available services.



## Recommendations 2 & 3

The following pages represent the work completed as a result of multiple meetings and collaboration among the groups working on Recommendations 2 and 3.

These results include the following items/concepts, specific content of which can be found in the Appendix:

- 1. Program Profiles – clear descriptions of our classroom programs**
- 2. Non-Class Placement Service Profiles – clear descriptions of our itinerant services**
- 3. Program Costs – Excel spreadsheet which demonstrates source of tuition rates**
- 4. Non-Class Placement Service Rates – difference between daily and hourly rates**
- 5. Facilities Costs – shared over all CAIU classroom student tuition rates**
- 6. Reconciliation Model – tuition and non-class placement service rates will adjust according to actual costs**

1. For each classroom program operated by the CAIU, there is a corresponding “Program Profile.” The Profile briefly describes the program and articulates criteria for entering and exiting the program. Staffing ratios are provided which indicate a minimum of 3 referrals required to open a class and generally provide a maximum that is below the state requirement given the complexity and/or severity of disability associated with students served at Level 3. The final component of the Program Profile is a listing of the services included in the “base” tuition rate. For clarification and planning purposes, a second column lists those services that may be typically identified in an IEP but which are not included in the base rate. Providing those services to meet the needs identified in the IEP will involve additional fees. Generally, all related services for students enrolled in CAIU classroom programs will be provided by CAIU itinerant staff unless otherwise noted. Refer to the fee schedule in the Appendix for daily and hourly non-class placement rates.
2. Accompanying each Program Profile is a breakdown of costs associated with operating that classroom program. The costs include all program-related expenses incurred by the CAIU to service the “base” program described in the Program Profile. Revenues received by the CAIU from the state and federal government are identified as well to illustrate the means by which the CAIU is able to provide a tuition rate that is subsidized by funding streams outside the scope of client fees.
3. A summary page of Class Program tuition rates is followed by the rates for the available Non-Class Placement services. A critical concept associated with these rates is the calculation of the hourly rate based on actual available time by itinerant staff to provide services in a given day. Daily rates are calculated based on the use of seven hours of service time scheduled in a single calendar day. Time purchased by the day must then be

scheduled by the calendar day. If a full seven hours of service cannot be scheduled on a single calendar day, then districts will need to purchase service time at an hourly rate. Itinerant staff members spend substantial time traveling from one service site to another. In the case of higher incidence services (e.g. speech & language, OT/PT), staff members travel less since they can be assigned within a region. Therefore the divisor (# of hours actually available to provide service in a given day when traveling from one district to another) used in calculating their hourly rates is higher than the divisor used in calculating the rates of itinerant staff serving low-incidence populations (e.g. deaf & hard of hearing, blind & visually impaired), since those staff members travel more extensively within a day's time than their higher incidence counterparts.

4. Another critical concept influencing these rates is associated with the manner in which the cost of operating segregated sites (typically center-based programs) has been addressed. The cost for the facilities used by the CAIU (primarily leases, maintenance, utilities, custodians, secretaries, and trash and snow removal) has been shared across all classroom programs, including those located in district buildings. This cost appears as a separate per student fee to ensure that districts can discriminate between program versus facility costs. The CAIU continues to work to reduce these costs through prudent fiscal management, and in some cases, attempts to eliminate leases if the students would be better served in a less restrictive environment.
5. The final major concept, characterized by the timeline in the final page of this section, is the move to a reconciliation model. The fees established in December will be adjusted according to actual costs. The initial tuition rate may be modified several times in response to the impact that projected and actual enrollments have on program costs. Moving to a reconciliation model ensures that districts will never pay more than what it actually costs to operate a classroom program or provide non-class placement services. Accuracy in anticipating the type and extent of services for which districts plan to contract with the CAIU is critical to diminishing the likelihood that original rates will not swing substantially up or down. The original rates will likely decrease as use of CAIU services increases.

Overall, the groups working on Recommendations 2 and 3 have succeeded in establishing clarity in terms of programs and services (Profiles) and transparency in terms of costs associated with operating those programs.

<p><b>Report from Group #4</b>  <b>Updated May 2008</b></p>
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Name	School District
<b>Len Kapp</b> added 5/08	<b>CAIU Supervisor, Transportation</b>
<b>Scott Downey</b> (left IU employment)	<b>CAIU, Co-chair</b>
<b>Dr. Audrey Utley</b>	<b>Middletown, Co-chair</b>
John Aigeldinger	CAIU
Richard Fry	Big Spring
William Gillet	Big Spring
Melissa Walter	Cumberland Valley
Beverly Wilson	Cumberland Valley

**Transportation – To and From School**

- CAIU has developed a strategy by which all transportation services, to and from school for special education students, are currently provided at or under the maximum reimbursable threshold relative to PDE’s transportation subsidy formula. Economic variables relative to the cost of fuel and PDE’s transportation subsidy formula annual cost index increases will determine the level of efficiency at which we will operate in the future.
- The CAIU Transportation Department has provided school districts with a list of advantages to using CAIU transportation, including:
  - Maintaining daily student head-count data
  - Addressing discipline problems
  - Submitting information for PDE subsidy reimbursement
  - Audit reporting

**Guidelines for Off Site Experiences**

Transportation for Experiential Education and Learning, Curriculum-based Instruction, and general IEP related events will be provided by the CAIU.

- Curriculum-Based Instruction (CBI)
  - Limit should be placed on distance for CBI of 10 miles to a work site. Exceptions may be granted for rural schools and certain work sites.
  - Off-site experiences should occur only when they are necessary in order to accomplish the IEP goals, not just because they are considered beneficial.
- Field Trips - A class budget should be established and limits placed on the number of non-IEP related trips approved for CAIU teachers.
- Physical Education Events – Guidelines for the type of activities and number of trips should be reviewed and approved by the Special Education Program Supervisors these trips do qualify as reimbursable under current transportation subsidy guidelines.
- Experiential Education and Learning – A class budget and distance and time limits should be established by the Special Education Program Supervisors.

- Notification of trips at least 2 weeks in advance is requested.
- A sufficient number of vehicles will be used to accommodate the students and CAIU staff that are attending these events.

**Costs for Off-Site Trips & Mid-Day Transportation:**

Costs associated with vehicles and mileage will be submitted to PDE for reimbursement as with all special needs transportation. PDE has ruled that any off-site trips that can be linked to a student's IEP (work related, life skills/transition related) fall within the state guidelines for PDE special education transportation reimbursement. These costs are then prorated across all participating districts via a daily student head-count methodology. All special education transportation costs are reported back to each district on their form PDE 2576 in April (preliminary) and June (final) of the following fiscal year.

- District requested/required bus aides that must be hired to accompany a student(s) will be negotiated with the CAIU Transportation Department prior to trip approval. The district requesting the aide will be billed directly for the negotiated price as this is not a state reimbursable transportation expense.
- The CAIU is willing to coordinate and provide for all off-site and mid-day trips as requested by our participating districts. Typically, prior to the start of the school year, the CAIU Transportation Department will forward an Off-Site Transportation Agreement to all districts for their authorization of district participation.

**Report from Group #5**

Name	School District
<b>Karen Ruddle</b>	<b>CAIU, Co-chair</b>
<b>Barbara Alitto</b>	<b>South Middleton, Co-chair</b>
Ann Bailets	CAIU
Judy Barnhouse	Cumberland Valley
Mamie Carlson	Greenwood
Dr. Richard Domencic	West Shore
James Dull	Halifax
Cynthia Sell	Steelton- Highspire
David Suydam	West Perry
Rita Warren	Carlisle

Committee Objective	<ul style="list-style-type: none"> <li>• Improve communication among districts and the IU by designing the structure and purpose for a Special Education Advisory Council (SEAC)</li> </ul>
Feedback about content of Superintendent’s Council Meetings <i>Jim Dull</i>	<ul style="list-style-type: none"> <li>• Information presented about special education is not in-depth</li> <li>• Information sharing lagged behind because the Special Education Contact meetings were quarterly</li> <li>• Districts need to have budgets prepared in December, so the IU needs to provide cost information in a timely fashion</li> </ul>
Identified needs	<ul style="list-style-type: none"> <li>• Regular Consortia meetings by region</li> <li>• Information about processes, initiatives, legislative information provided to districts</li> <li>• Time to network with colleagues on “hot topics”</li> <li>• Curriculum Updates</li> <li>• Training Opportunities and staff development</li> <li>• Common in-service days among districts to allow for sharing staff development, especially for low incidence staff (guidance, speech, OT, psychologists, etc.)</li> </ul>
Recommendations from our committee	<ul style="list-style-type: none"> <li>• Hold monthly meetings of SEAC including a meeting in August (possibly not September)</li> <li>• Structure SEAC so the meeting promotes networking; ask pertinent questions and gather feedback from the group</li> <li>• Begin meetings at 9:00 so networking can occur prior to the meeting</li> <li>• Hold regular Consortia meetings with IU Liaison attending as needed (agenda for meeting will determine need)</li> <li>• Consortia members communicate as needed with the IU Liaison, including the CAIU on the email group as appropriate/necessary.</li> <li>• The role of the CAIU Consortia Liaison can include, but is not limited to the following:</li> </ul>

	<ul style="list-style-type: none"><li>○ Attend consortium meetings as requested</li><li>○ Serve as an informational resource (training opportunities, available supports and services, CAIU policies and procedures)</li><li>○ Support the consortium members as they develop/improve processes for serving students with disabilities</li><li>○ Serve as a single point of contact to facilitate communication</li><li>○ Share information about consortia issues, class changes with IU Supervisors/Admin, as appropriate</li><li>○ Providing information as requested, to consortia</li><li>○ Offering to check on availability of appropriate trainings.</li><li>○ Share information on IU policies and practices, training opportunities, classroom opportunities, itinerant services to meet discussed needs</li><li>● IU should take a lead in sharing pertinent information about initiatives, legislation information and updates</li><li>● IU should take a lead in providing training opportunities and staff development</li><li>● School calendars with common in-service days (at least by region) to facilitate the provision of effective staff development for all school staff</li><li>● IU should continue to provide timely responses to questions from districts</li><li>● Post minutes from both SEAC and CAC so participants can access</li></ul>
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