

Penn Cambria SD

**Special Education Plan Report**

07/01/2015 - 06/30/2018

# District Profile

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## Demographics

201 6th St  
Cresson, PA 16630  
(814)886-8121  
Superintendent: Mary Whited  
Director of Special Education: Carrie Conrad

## Planning Committee

Name	Role
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# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 280

### *Identification Method*

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

The school district is currently using the *Discrepancy Model* for the identification of students with specific learning disabilities. The Discrepancy Model assesses whether there is a significant difference between a student's general intelligence (IQ) and scores on an achievement test. If the student's scores on an IQ test are at least 30 points higher than their scores on the achievement test, the student is described as having a significant discrepancy between their IQ and their achievement. This discrepancy qualifies a student to have a learning disability. Penn Cambria is working toward incorporating the *Response to Intervention Model* in the elementary schools, but plans on continuing to use the *Discrepancy Model*.

### *Enrollment*

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

Penn Cambria School District is disproportionate in the following disability categories: Autism, Emotional Disturbance, Intellectual Disabilities, Other Health Impairment, and Speech or Language Impairment. Penn Cambria School District is above the state average in the categories of Intellectual Disability (the state average is 7.0% and PCSD is 11.4%) and Speech or Language Impairment (the state average is 16.0% and PCSD is 21.3%). The above average number of students with Intellectual Disabilities in our district certainly affects the increase numbers of students that require Speech or Language Support. The district plans to provide both our school psychologist and speech therapists the ability to attend professional development trainings to ensure that we are correctly identifying students. Penn Cambria School District is below the state average in the categories of Autism (the state average is 8.6% and PCSD is 4.4%), Emotional Disturbance (the state average is 8.6% and PCSD is 7.0%), and Other Health Impairment (the state average is 11.2% and PCSD is 6.3%). Looking at the category of Autism, we are seeing an increase in our numbers in the elementary school population. Our high school and middle school do not have as many students identified as Autistic

as the elementary schools do, which causes our percentage to be below the state average. When looking at both Emotional Disturbance and Other Health Impairment, Penn Cambria School District has been below the state average over the past 7 years. The district holds Student Support Team (SST) meetings to support and brainstorm ways to help individual students reach success in school. After student has been met on and many accommodations/interventions have been tried, if the student continues to struggle, they are then evaluated to determine if they qualify for special education services. With the SST in place, many students reach success with the interventions put into place with out the need for evaluation.

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Located with in the Penn Cambria School District is Cresson Secure Treatment Unit, which is under the jurisdiction of the Pennsylvania Department of Public Welfare. Cresson Treatment Program is an educational treatment center for adolescents who have failed to progress in less intensive programs. The educational program at Cresson Secure Treatment Unit is served by the local Intermediate Unit. Penn Cambria is not responsible for the incarcerated students with in the LEA. In the event that the district was required to provide non-resident student oversight to receive a free appropriate public education (FAPE), the district would collaborate with the local intermediate unit, IU08 to provide services and oversight in the least restrictive environment (LRE). The district does not have any problems or barriers that exist which limit the district's ability to meet its obligations under Section 1306 of the Public School Code.

### *Incarcerated Students Oversight*

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 facilities for incarcerated students within the LEA for which the School District is responsible for ensuring that all incarcerated students are located, identified, evaluated, and when deemed eligible, offered a free appropriate public education (FAPE). In the event the district was required to provide incarcerated student oversight, the district would collaborate with the local intermediate unit, IU08 to provide services and oversight.

IU08 provides educational services for the host district of our county prison. IU08 procedures include meeting with County Prison officials weekly to check inmate rosters for students that potentially qualify for educational services under *Brian B. v. Commonwealth of PA*. Students are interviewed and asked to participate in the program. The IU contacts the district of residence for records and to coordinate the course of study for students. Based on their screening results the IU conducts an evaluation, when appropriate, in accord with Chapter 14 and IDEA requirements and procedures. For identified students, their IEP's are followed and data are reviewed and collected from the student, teachers, parents, and district representatives to determine appropriate programs/services.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Penn Cambria School District provides each special education student with an appropriate education within and outside of the regular classroom environment appropriate to individual student's strengths and needs. Prior to evaluation for special education, pre-referral strategies are provided at both the elementary and secondary level. If a parent requests an evaluation, the regular education pre-referral team is involved to obtain current levels of functioning in the regular education curriculum and to determine what instructional strategies are effective. The multidisciplinary team carefully reviews current levels of functioning and how the student functions within the regular education curriculum to assist in the determination of the type and amount of Special Education services.

Penn Cambria School District first considers the regular education classroom and curriculum with supplementary aids and services when determining placements for students with disabilities, which include special education teacher and para-educator support. Students receive instruction and services outside the regular education classroom and/or curriculum only when student needs are so severe that he or she will receive little to no benefit from inclusion; when the provision of necessary supports and/or services is so costly as to significantly affect the educational opportunities of the other students; or when the student is so disruptive as to significantly impair the education of other

children in the class.

Collaborative, instructional, social-behavioral and/or physical aids and services are considered in planning for inclusion. District leadership supports the provision of supplementary aids and services in the regular education classroom through coordinating staff schedules and responsibilities; provision of professional opportunities for teachers, paraprofessionals, related service providers and others; providing opportunities for problem-solving and planning, coaching and mentoring; and developing positive relationships with families. New initiatives, programs and materials are evaluated according to the principals of universal design for learning prior to implementation within the district.

To keep our veteran teaching staff and new teaching staff as well as para-educators, abreast of the various co-teaching techniques on site training has been provided. The consultants from the Intermediate Unit have been utilized and will continue to be utilized to provide training in this area. Some members of our special education staff have also attended conferences conducted by Partan to enhance their collaborative efforts.

Co-teaching has been a district focus at our elementary buildings. The local intermediate unit brought in a specialist at this beginning of the 2014-2015 school year to review methodology in co-teaching. Our district sent four teams of teachers to this training to develop a deeper understanding on how to implement co-teaching. In addition to this training, the elementary principal and the special education director have been attending a Professional Learning Community (PLC) at Pattan on implementing and supporting co-teach. The knowledge that they are gathering during this year long training will be implemented during the the 2015 - 2016 school year.

All of the para-educators completed 20 hours of training this year of which all have been trained in areas to maximize their skills and inclusionary practices. Most of this training was prepared and presented by the staff of consultants at PaTTAN through videoconferencing.

A bonus to our evolving inclusionary efforts is that any and all students within the regular classes have access to the additional teacher and para-educator support. This practice greatly helps dissolve any stigma still attached to special education identification.

Educational placement- LRE (indicator 5) Data are derived from students' IEPs. The percentage of students assigned to each of three setting must be reported. These are: percentage of children with IEPs are aged 6 through 21 who are: (a) served inside the regular class 80% or more of the day; (b) served inside the regular class less than 40% of the day; (c) served in separate schools, residential facilities, or homebound/hospital placement.

Penn Cambria (73.0%) is above the state average (62.7%) in the category of students educated inside regular classes 80% or more. Penn Cambria (5.3%) is below the state average (9.0%) in the category of special education students inside regular class <40%. And finally in the category of special education students in other settings, Penn Cambria (4.6%) is almost equal to the state average (4.8%). Penn Cambria School District has fifteen students that are currently placed outside of the district. The district looked at regular education as the first option to meet these students' needs. The IEP team discussed and tried multiple types of supplementary aids and services and the students were still not making appropriate progress. The IEP team determined for each of the out placed students that special education supports and services required in the student's IEP could not be provided in the neighborhood school.

## *Behavior Support Services*

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

Education cannot proceed without good discipline, fairly and consistently applied. Good discipline may be described as the absence of distractions, frictions, and disturbances which interfere with the optimum functioning of the student, the class, and the school. It is also the presence of a friendly yet business-like rapport in which students and school personnel work cooperatively toward mutually recognized and mutually accepted goals. Good discipline is best thought of as being positive, not negative; of helping a student adjust, rather than as punishment; of turning unacceptable conduct into acceptable conduct. Discipline is largely a matter of morale, of classroom atmosphere, and of positive interpersonal relationships. Effective discipline leads to increased maturity on the part of the student.

The following conditions are favorable to the development of good school discipline:

1. An adequate home which:
  - a. Assumes the primary responsibility for the discipline of the child.
  - b. Is aware of the child's responsibilities and obligations in the school, as well as in the community, and establishes home conditions which are favorable to his/her success in school.
  - c. Recognizes that school personnel must necessarily concern themselves primarily with group training and group behavior.
  - d. The parents/guardians cooperate with school authorities and participate in conferences regarding the behavior, health, and/or academic progress of their children. Parents/Guardians are responsible for the willful misbehavior of their children, in conformance with provisions of the statues of Pennsylvania.
2. A responsible student who:
  - a. Respects constituted authority, which includes not only obedience to school rules and regulations, but also conforms to the laws of the community, state, and nation.
  - b. Reflects respect and consideration for the personal property rights of others and has an understanding of the need for cooperation with all members of the school community.
3. A responsible school in which professional staff:
  - a. Encourages the use of good guidance procedures.
  - b. Maintains an atmosphere conducive to good behavior.
  - c. Exhibits an attitude of respect for students that has a positive influence in helping students to develop good citizenship traits.
  - d. Plans a flexible curriculum to meet the needs of all students.
  - e. Promotes effective training or discipline based on fair and impartial treatment of all students.

- f. Develops a good rapport among the teaching staff and between the administration and the teaching staff.
- g. Endeavors to involve the entire community in order to improve the quality of life therein.

Penn Cambria School District contracts with the local intermediate unit to provide training in Non-Violent Crisis Prevention Intervention. The purpose of the program is to create and maintain a safe, caring, and respectful environment for staff and those that they serve. The emphasis of the program is early intervention and nonphysical method for preventing and managing disruptive behavior. All of our special edcation teachers, support staff, special education office personel, and our elementary guidance counselor maintain their yearly certification.

Alternative Community Resources Program (ACRP) is contracted to come into the district to provide School-Based Behavioral Health Services weekly to meet with students that are in need of additional counseling above what our school guidance counselor can provide. Students are referred to this counseling service through the Student Assistance Program or by parents.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Penn Cambria School District has no student or disability category for which it is having difficulty ensuing FAPE at this time. If the school district was having difficulty ensuring FAPE for a student in a particular disability category, the IEP team would reconvene to evaluate the selected placement. The team would analyze the educational program, benefits, and services available, to ensure that any placement decision ensures FAPE. Following determination of an appropriate placement, the IEP serves as a plan of appropriate education reasonably designed to meet the individual needs of the student and ensure FAPE. The district will utilize an interagency approach to resolve and locate educational placements and services for hard to place students with disabilities. The school district has available through the Intermediate Unit 08, if needed, the services of an interagency coordinator who can be contacted when needed and is available to provide training and consultation as to outside services and agencies.

The LEA will identify and report to the PA Department of Education all students for whom we are experiencing difficulty providing appropriate educational services. In the event the interagency team is not able to identify an appropriate placement, program or services, and the barriers involve



funding or policy issues, the Regional Interagency Coordinator will request assistance from the Bureau of Special Education and the Department of Public Welfare.

The school district collaborates with all local child servicing systems that assist in providing supports or programming for students with disabilities. Interagency and/or CASSP meetings are scheduled as needed to coordinate services. District guidance counselors collaborate with Behavioral Health and Intellectual Disabilities, Children and Youth Services and other county agencies as needed. A mental health counselor provides brief counseling and assists at the Middle and High Schools with referrals to outside services. Student assistance programs function within the district. Involved agencies are invited to attend IEP meetings and other meetings when appropriate. The school district collaborates with all county child service agencies to provide supports and programming for students. These agencies are invited to attend IEP meetings and other meetings when appropriate. The Special Education Director and/or guidance counselors attend agency meetings when appropriate. Students may receive services from multiple agencies both during the school day and after hours. Student assistance programs, probation, Behavioral Health and Intellectual Disabilities, CYS, and social service agencies are examples of collaborative relationships the LEA has developed to better serve students and families within the school district. We have also been networking with our neighboring school districts to share services and programs so that programs and services can be provided locally at a reasonable expense to all involved. Penn Cambria School District is meeting the needs of our students. At this time, we do not have a need to expand our continuum of services.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Currently our special education department consists of a Special Education Director, School Psychologist, and Office Coordinator with in the central office. We have found that a centralized design allows for better communication, access, and efficiency for the many families, service providers and agencies with which we have relationships.

Our district employs 18 special education teachers, 1 transition teacher, 2.6 speech therapists and 23.5 fulltime para educators. We have been employing our own staff when appropriate and feasible in lieu of contracting with the Intermediate Unit or other agencies.

To address our personnel needs in a cost effective manner, we have developed excellent relationships with several neighboring school districts to share personnel such as transition services, speech services and transportation. We are the district of employment for all of these shared positions. These arrangements have worked out very well for everyone involved.

Our district has established and maintained relationships with the I.U. Task Force, the I.U., behavioral health agencies, Children and Youth, medical experts, Juvenile Probation, and neighboring school districts as we try to address the many needs of our exceptional students.

Some of the positives we have experienced and identified are:

1. A Board of Directors that is responsive to our staffing needs and responsive to our requests as we

evolve as a service provider

2. A superintendent who was once a Special Education Director and truly understands our ideas and program needs

3. A K-4 program that addresses developmental delays which assists in student achievement

4. Our after school Learning Lab at the high school which addresses the needs of specific students and keeps them in school through teacher supported cyber learning

5. Our Primary School has implemented an addition reading program to increase reading skills in grades Kindergarten, one and two. The program is called power hour. During this hour each student is instructed on their ability level during a guided reading lesson. Students take home ability level books and practice them nightly.

6. SRA/Corrective Reading Programs: These intensive, structured reading programs are being utilized within the special education classrooms. These programs have been implemented with care and accuracy with much data to prove that our students are improving their oral reading fluencies, phonetics, and comprehension daily. Self-tracking and graphing is used within these programs to assist in motivating the students to achieve the highest level of mastery possible. Once the students develop a sound phonetic, fluency, and comprehension base, then it makes the transition to the regular classroom much easier.

7. Support Staff: Each special education teacher has the opportunity to be paired with a learning support aide. These aides allow our students to have much needed extra practice, repetition, and one-to-one academic enhancement time. These competent support staff allow our students to achieve their maximum potential.

8. We currently have 3 Autistic Support teacher within our district. One teacher provides services to the elementary schools, one is at the middle school and the third teacher provides service at the high school.

9. We provide Extended School Year (ESY) programs for students that qualify at our high school. Typically, the teachers and the therapist that work with the students during the school year also teach and provide the services that are needed during ESY. We have found that this consistency helps the students make increased progress.

10. Lastly, we are taking an increased focus on co-teaching in our language arts classes and mathematics classes at the Primary and Intermediate Schools.

The impact of all of these components make the Penn Cambria School District a very friendly place for Exceptional Learners.

# Assurances

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## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Cresson Secure Treatment Unit	Incarcerated	Intermediate Unit 08	8

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Alternative Community Resource Program (ACRP) St. Mike's	Other	Partial Hospitalization Program	1
Appalachian Youth Services (AYS)	Other	Day Treatment Program	4
Northwestern Human Services (NHS) School Altoona	Other	Full time Autistic Support and Full time Emotional Support	2
Northwestern Human Services (NHS) School East Freedom	Other	Full time Autistic Support and Full time Emotional Support	3
IU08 BRIDGE Program	Other	Full time Life Skills Support	4
Extended Family Academy (EFA)	Other	Day Treatment Program	1
Alternative Community Resource Program (ACRP) Center for a Achievement	Other	Full time Autistic Support	1
The Children's Aid Home	Other	Partial Hospitalization Program/Residential Program	1
Glade Run	Other	Residential Treatment Facility	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 24, 2015

*Reason for the proposed change:* The learning support teacher primarily provides inclusion support within the regular education setting. This enables the students with special needs to be exposed to both grade level materials and ability level materials through accommodations and modifications. A minor amount of students with special needs require more in-depth instruction that can be provided in the regular education setting, thus the learning support teacher must provide replacement instruction at the student's level.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Pre-Primary and Primary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	9	0.5
Penn Cambria Pre-Primary and	An Elementary School	A building in which General	Supplemental (Less Than 80% but More	Learning Support	5 to 8	1	0.5

Primary	Building	Education programs are operated	Than 20%)				
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**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015

*Reason for the proposed change:* The learning support teacher primarily provides inclusion support within the regular education setting. This enables the students with special needs to be exposed to both grade level materials and ability level materials through accommodations and modifications. A minor amount of students with special needs require more in-depth instruction that can be provided in the regular education setting, thus the learning support teacher must provide replacement instruction at the student's level.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Primary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	9	0.5
Penn Cambria Primary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	1	0.5

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 1, 2015

*Reason for the proposed change:* The learning support teacher provides one-half a day inclusion support and one-half a day replacement instruction. The learning support teacher currently is providing special education services to students with both itinerant levels of support and supplemental levels of support.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	10	0.4
Penn Cambria Intermediate School	An Elementary School	A building in which General	Supplemental (Less Than 80% but More	Learning Support	8 to 11	10	0.6

	Building	Education programs are operated	Than 20%)				
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**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015

*Reason for the proposed change:* The learning support teacher will be providing one-half a day itinerant learning support services within the regular education setting and one-half a day replacement instruction in the special education setting at a level of supplemental learning support.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	3	0.4
Penn Cambria Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.6

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	10	0.5
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	15	0.5

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015

*Reason for the proposed change:* The learning support teacher primarily provides support within the regular education setting. This enables the student with special needs to be exposed to both grade level materials and ability level materials through accommodations and modifications. A minor amount of students with special needs require more in depth instruction that can be provided in the regular education setting, thus the learning support teacher must provide replacement instruction at the students level.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	2	0.5
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	17	0.5

#### Program Position #7

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 24, 2015

*Reason for the proposed change:* The learning support teacher primarily provides support within the regular education setting. This enables the student with special needs to be exposed to both grade level materials and ability level materials through accommodations and modifications. A minor amount of students with special needs require more in depth instruction that can be provided in the regular education setting, thus the learning support teacher must provide replacement instruction at the students level.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	7	0.5
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	18	0.5

#### Program Position #8

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 24, 2015

*Reason for the proposed change:* The learning support teacher primarily provides support within the regular education setting. This enables the student with special needs to be exposed to both grade level materials and ability level materials through accommodations and modifications. A minor amount of students with special needs require more in depth instruction that can be provided in the regular education setting, thus the learning support teacher must provide replacement instruction at the students level.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	20	0.6
Penn Cambria Pre-Primary, Primary, Intermediate, Middle, and High School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 20	1	0.1
Justification: The teacher would provide supplemental services in an individual or small group setting with in an age span of 4 years. The teacher would serve a small amount of students across the district.							
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	3	0.3

#### Program Position #9

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	27	0.8
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 19	6	0.2

#### Program Position #10

*Operator:* School District

#### PROGRAM DETAILS

*Type:*



*Implementation Date:*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	4	0.3
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	16	0.7

**Program Position #11**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* August 24, 2015

*Reason for the proposed change:* The age range for this class needed to increase from 10 to 11 years old.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	9	1

Justification: Due to the students' cognitive ability, they are in need of a life skills curriculum to meet their needs in the elementary school setting.

**Program Position #12**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* August 24, 2015

*Reason for the proposed change:* Due to the students' cognitive ability, they require a life skills curriculum to work toward and make progress on their goals and objectives in the secondary setting. Typically when a student reaches 18 years old, the IEP team determines that a transitional apartment program is most appropriate for the student. The IEP team has determined for one student that it is most appropriate to remain in the high school life skills class through their 21st year.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 21	11	1

Justification: Due to the students' cognitive ability, they require a life skills curriculum to work toward and make progress on their goals and objectives in the secondary setting.

### Program Position #13

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 25, 2014

*Reason for the proposed change:* The district would like to split the Emotional Support position from 1 position to 1.5 positions. This will provide the ability to provide students with more individual and/or small group support.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Pre-Primary, Primary, Intermediate, and Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 15	25	1

Justification: The teacher sees the students on an individual or small group basis. When seen in a group he does not group students in larger than a 3 years age difference.

### Program Position #14

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* April 1, 2015

*Reason for the proposed change:* Penn Cambria School District has had a steady increase in the number of students being identified as autistic. This position is an itinerant position that must travel between buildings to provide students with the necessary itinerant autistic support services.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Pre-Primary, Intermediate, Middle, and High School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 21	12	1

Justification: The students are instructed in an individual or small group setting. The students are not group with students that are more than 3 years older than they are.

### Program Position #15

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 25, 2014

*Reason for the proposed change:* This position was split across three buildings. The district would like the teacher to just provide support between two elementary buildings that are located in the same town.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Primary and Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 12	12	1
Justification: The students are instructed in an individual or small group setting. The students are not grouped with students that are more than 3 years older or younger.							

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014

*Reason for the proposed change:* During our monitoring last school year, Mrs. Oswald stated that Assistive technology should not count against the therapists FTE. So the district is requesting to change this position from 0.9 FTE to 1.0 FTE.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Middle and High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 21	58	1
Justification: The students are seen in an individual or small group setting. The students are not grouped with students that are greater than 4 years older than they are unless they are in a Life Skills Curriculum.							

**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Pre-Primary and Primary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	54	1

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 1, 2015

*Reason for the proposed change:* This position was listed as a multiple district operator and Penn Cambria School District is the employer of the speech therapist.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	28	0.6

Justification: The students are seen in small groups or individually. The students are not group with peers that are more than 3 years older than they are unless they are in a life skills curriculum where they are working on similar skills.

### Program Position #19

*Operator:* Intermediate Unit

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 25, 2014

*Reason for the proposed change:* The district would like to have the teacher of the Blind and Visually Impaired able to provide support in all district buildings.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Pre Primary, Primary, Intermediate, Middle, and High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 19	4	0.08

Justification: The students are provided vision support on an individual basis.

### Program Position #20

*Operator:* Intermediate Unit

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 25, 2014

*Reason for the proposed change:* There has been an increase need for Hearing Support across our school district. The district would like to increase Hearing Support to cover all buildings and increase the FTE from 0.3 to 0.45.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Pre Primary, Primary, Intermediate, Middle, and High School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 19	20	0.45

Justification: These students are seen for hearing support on an individual basis.

### Program Position #21

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 25, 2014

*Reason for the proposed change:* The district is proposing this change to provide the ability to provide an increased support system for students with an Emotional Disturbance. We would like to increase this teacher's FTE from 0.1 ES to 0.5 ES.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 21	9	0.5
Justification: The teacher provides inclusion support within the general education classroom.							
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 21	17	0.5
Justification: The teacher provides itinerant emotional support on an individual and/or small group basis. If small groups are being utilized, the students are grouped with similar aged peers.							

#### Program Position #22

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 25, 2014

*Average square feet in regular classrooms:* 733 sq. ft.

*Square footage of this classroom:* 220 sq. ft. (20 feet long x 11 feet wide)

*Reason for the proposed change:* There has been an increased need for autistic support in our elementary buildings. Our high school is located next to our Pre-Primary building, so the teacher would be able to provide AS services in both buildings.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Pre-Primary and High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 21	12	1
Justification: The students are instructed in an individual or small group setting. The students are not grouped with students that are more than 3 years older than they are.							

## Special Education Support Services

Support Service	Location	Teacher FTE
Assistive Technology	District-wide	0.1
Special Education Director	District-wide	1
Transition Support Teacher	Penn Cambria Middle and High School	0.4
Paraprofessional (LSS)	Penn Cambria High School	1
Paraprofessional (LS)	Penn Cambria High School	1

Paraprofessional (LS)	Penn Cambria High School	1
Paraprofessional (LS)	Penn Cambria High School	1
Paraprofessional (PCA)	Penn Cambria Primary School	0.5
Paraprofessional (PCA)	Penn Cambria Middle School	1
Paraprofessional (PCA)	Penn Cambria Primary School	1
Paraprofessional (LS)	Penn Cambria Middle School	1
Paraprofessional (LS)	Penn Cambria Middle School	1
Paraprofessional (LS)	Penn Cambria Middle School	1
Paraprofessional (LS)	Penn Cambria Middle School	1
Paraprofessional (PCA)	Penn Cambria Middles School	1
Paraprofessional (PCA)	Penn Cambria Middle School	1
Paraprofessional (LS)	Penn Cambria Intermediate School	1
Paraprofessional (LS)	Penn Cambria Intermediate School	1
Paraprofessional (LSS)	Penn Cambria Intermediate School	1
Paraprofessional (PCA, LSS)	Penn Cambria Intermediate School	1
Paraprofessional (PCA, LSS)	Penn Cambria Intermediate School	1
Paraprofessional (PCA)	Penn Cambria Middle School	1
Paraprofessional (LS)	Penn Cambria Primary School	1
Paraprofessional (LS)	Penn Cambria Primary School	1
Paraprofessional (PCA)	Penn Cambria Pre-Primary School	0.5
Paraprofessional (PCA, LSS)	Penn Cambria Intermediate School	1
Paraprofessional (PCA, LSS)	Penn Cambria Intermediate School	1
School Psychologist	District-wide	1
Office Coordinator/Access Coordinator	District-Wide	1
Paraprofessional (PCA, MDS)	Penn Cambria High School	1
Paraprofessional (LS)	Penn Cambria High School	1

## Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Intermediate Unit	3 Days
Occupational Therapy	Intermediate Unit	4 Days
Interpreter	Intermediate Unit	5 Days
Work experience - Association for the Blind and Handicapped	Outside Contractor	5 Days
Work experience - Skills	Outside Contractor	5 Days
Interpreter	Intermediate Unit	5 Days
PAES Lab	Area Vocational Technical Schools	12.5 Hours
Intervenor (for Deaf-Blind student)	Intermediate Unit	5 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<b>Penn Cambria Autistic Support Teachers will attend the National Autism Conference in State College, Pennsylvania to obtain the most current research on Autism. The Autistic Support Teachers will come back to Penn Cambria School District and present to district teachers the topics that they have gained information on. The following topics will be what we focus on: Autism, assessment and instruction, behavior interventions, and communication and social skills.</b>
<b>Person Responsible</b>	Carrie Conrad
<b>Start Date</b>	8/3/2015
<b>End Date</b>	8/10/2018
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	3
<b>Provider</b>	Penn State University
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Information on Autism, assessment and instruction, behavior interventions, and communication and social skills.
<b>Research &amp; Best Practices Base</b>	PaTTan in collaboration with Penn State University provides the most current and updated research and information in the area of Autism. They bring in guest speakers to provide topics on Autism that are research based.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment</p>

	<p>skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p><b>Training Format</b></p>	<p>Series of Workshops Offsite Conferences</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel Parents</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring</p>
<p><b>Evaluation Methods</b></p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom</p>



	<p>environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Portfolio</p> <p>Evidence that our professional development training in the area of Autism has been effective would be a 5% increase in students with Autism included in the general education environment over the next 3 years.</p>
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## Behavior Support

<b>Description</b>	<p>Appalachia Intermediate Unit 08 provides Itinerant Autistic Support and Emotional Support meetings three times per year. During these meetings they provide training in the many behavioral needs that these two areas often encounter. Teachers will be trained in the following areas: positive behavior and assistive technology, functional behavior assessments, and manifestation determination. The Autistic Support and Emotional Support teachers will then provide inservice training to groups of teachers on the above topics.</p> <p>Teachers will participate in non-violence crisis intervention with deescalation training as the focus.</p>
<b>Person Responsible</b>	Carrie Conrad
<b>Start Date</b>	8/24/2015
<b>End Date</b>	6/29/2018
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	10
<b>Provider</b>	Intermediate Unit 08
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers will be trained in the following areas: positive behavior and

	assistive technology, functional behavior assessments, manifestation determination and non-violent crisis interventions.
<b>Research &amp; Best Practices Base</b>	<p>Based on students with autistic support and/or emotional support needs, their IEP's require the educational system to develop positive behavior plans, conduct functional behavior assessments, and if behaviors result in disciplinary action a manifestation determination is required. Having additional training in these areas is advantages for the autistic and emotional support teachers.</p> <p>Non-Violent Crisis Prevention Intervention is program that emphasises care, welfare, and safety. The program uses restraints only as a last resort.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p>

	New Staff
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Portfolio Evidence that the training provided under the behavior support category was effective would be a 10% decrease in students being referred to the office at both the middle and high school over the next three years and a 5% reduction in restraints of students across the district.

## Paraprofessional

<b>Description</b>	The paraprofessionals have all received their credential of competency.
<b>Person Responsible</b>	Carrie Conrad
<b>Start Date</b>	7/1/2015
<b>End Date</b>	6/29/2018
<b>Program Area(s)</b>	Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	25
<b>Provider</b>	PaTTAN
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	To assist paraprofessional in enhancing their knowledge base regarding various aspects of special education and their positions.

<b>Research &amp; Best Practices Base</b>	Trainings are all provided via PaTTAN and directly related to the needs of the special education paraprofessionals to meet each individual students needs.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
<b>Training Format</b>	Series of Workshops Live Webinar
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Review of written reports summarizing instructional activity 100% of our Special Education Aides will have thier credential of competency.

### Reading NCLB #1

<b>Description</b>	LETRS training and RTii at the elementary level and KtO training in the middle and secondary level will lead to an increase in PSSA reading scores across the school district.
<b>Person Responsible</b>	LETRS/RTii - Carrie Conrad and KtO - Jeanette Black
<b>Start Date</b>	8/24/2015

<b>End Date</b>	6/29/2018
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	10
<b>Provider</b>	Intermediate Unit 08
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>LTRS training focuses on vocabulary, phonics, and advanced decoding.</p> <p>RTii focuses on evidence based instructional practices in reading at the elementary level.</p> <p>KtO training focuses on reading in the content areas. Teachers will be taught strategies to use in their classrooms to help promote and increase student reading levels in the content area.</p>
<b>Research &amp; Best Practices Base</b>	Based on the districts PSSA scores, we looked at where we needed to focus our attention to improve reading skills. Collectively the district decided to teach content area teachers research based strategies to use in their classes to help students increase their reading skills.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate</p>

	<p>data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>New Staff</p> <p>Other educational specialists</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>

	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Evaluation methods would be supported by a 5% increase at the proficient level on the reading PSSA's over the next three years.</li> </ul>
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## Transition

<b>Description</b>	Our district transition coordinator will attend the Pennsylvania Community on Transition Conference each summer. She will then, in conjunction with the Special Education Director and guidance counselors, provide inservice training to teachers and parents of students ages 14 - 21 on transition to post secondary such as job, college, technical school, military, and independent living.
<b>Person Responsible</b>	Carrie Conrad and Bridget Kirsch
<b>Start Date</b>	7/1/2015
<b>End Date</b>	6/29/2018
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	25
<b>Provider</b>	PaTTan and LEA
<b>Provider Type</b>	Individual
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>* Aligning accommodations and supports</li> <li>* Building knowledge, engagement, and empowerment of families and caregivers</li> <li>* Employment</li> <li>* Healthy life style, independent living, community participating, and volunteering</li> <li>* Post secondary education and training</li> <li>* Transition and career assessment</li> </ul>

<b>Research &amp; Best Practices Base</b>	In response to the accountability requirements under the Individuals with Disabilities Education Act 2004 (IDEA) Part B State Performance Plans (SPP), the Pennsylvania Training and Technical Assistance Network (PaTTAN) and Intermediate Unit Transition Consultants will collaborate with our LEA to make sure that we are meeting all areas of students' post-secondary transition needs.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Series of Workshops Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Classified Personnel Other educational specialists Related Service Personnel Parents
<b>Grade Levels</b>	Middle (grades 6-8)



	High (grades 9-12)
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Portfolio</p> <p>Evidence that our training in Transition has been successful would be a 2% increase in work environments or post secondary schooling for each of the next three years.</p>

# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

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 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 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.

**Affirmed by George Pyo on 3/10/2015**

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*Board President*

**Affirmed by Mary Beth Whited on 3/10/2015**

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*Superintendent/Chief Executive Officer*