

Profile and Plan Essentials

LEA Name		AUN
Penn Cambria SD		108116003
Address 1		
201 6th St		
Address 2		
City	State	Zip
Cresson	PA	16630
Director of Special Education Name		
Carrie Conrad		
Director of Special Education Email		
conradca@pcam.org		
Director of Special Education Phone Number		Director of Special Education Ext
(814)886-4785		1004
Chief Administrator Name		
Mr Jaime Hartline		
Chief Administrator Email		
hartlijj@pcam.org		

Special Education Students

Total Number of Students Receiving Special Education 263

School District Total Student Enrollment 1450

Percent of Students Receiving Special Education 18.1

Steering Committee

Name	Position/Role	Building	Email
Carrie Conrad	Director of Special Education	Penn Cambria SD	conradca@pcam.org
Jeanette Black	Other	Penn Cambria SD	blackjl@pcam.org
Jaime Hartline	Superintendent	Penn Cambria SD	hartlijj@pcam.org
Ben Watt	Building Principal	Penn Cambria HS	wattbj@pcam.org
Amanda Mullen	General Education Teacher	Penn Cambria Primary Sch	mullenal@pcam.org
Kristen Kargo	Special Education Teacher	Penn Cambria HS	kargokd@pcam.org
Michael Sheehan	Board Member	Penn Cambria SD	sheehame@pcam.org
Kayla Michael	Parent	Penn Cambria Intrmd Sch	kayleberfinger@gmail.com

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity

3A - Participation rate for children with IEPs in Grade 8 ELA and Math were under the state target of 95%. ELA was 88.9% and Math was 94.4%. Our guidance counselor and special education teachers communicate with parents to encourage students to attend school to take the PSSAs and PASAs. The guidance counselor schedules appointments for our students that attend our cyber program to come in and complete the PSSAs. Additionally, any student that misses school during the PSSA testing window our staff works very diligently to have them complete the PSSA assessments during the make-up window.

3D - When reviewing 3D - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards, Penn Cambria School District did not meet target in ELA or Math in grades 4, 8, and 11. To help increase this academic achievement rate we will continue to pre-teach and remediate ELA and Math concepts to students that are struggling and need extra support and repetitions. When students are significantly struggling, we will provide direct instruction in the core areas that they are demonstrating deficiencies.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Improvement and Planning Activity

PCSD did not meet Measure B and C for the Post-School Outcomes. We will participate in Indicator 14 training to help increase these two areas when it is our cohorts time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

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

No

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

Penn Cambria School District follows the provisions that are set in PA Public School Code under 24 P.S. 13-1306. When a student that resides with their parents/guardians in PCSD is placed out of the district in a non-educational placement by an agency other than PCSD, Penn Cambria expects the student to be placed in a host district's regular public school. According to 1306 of the PA School Code, the host district (where the facility is located), takes on the role of LEA and is required to make sure that the students are being provided FAPE or "free appropriate public education." When a child with a disability has an IEP or a Service Agreement and they are not prohibited by a court order, the host district must first consider a general education placement in the host district's public school. If the IEP team determines that the student's education should be in an alternative education setting, the host district is responsible for making sure the IEP team decision is implemented and that the student's IEP goals, objectives, and specially designed instruction are being carried through at the outside placements, so the student is receiving FAPE. Whether the student attends the host district's public school or an alternative education setting, Penn Cambria School District will verify with the LEA from the host district that the student is receiving special education services from a certified special education teacher. This will support the student in receiving a free appropriate public education. The host district has a Child Find responsibility per 34 CFR 300.111. If the host district suspects that a student may be eligible for special education services or a Service Plan under 22PA Code Chapter 15, the host district must follow through on the evaluation process and seek informed consent to initiate evaluation procedures from an adult that meets the definition of a parent in IDEA, surrogate parent, or a court appointed person. The host district is then responsible for keeping the resident district informed of the plans for educating and seeking advice with regards to the student. The host district must also assure that the student is attending a school program within 5 business days of the student's admission to the institution per 22 PA Code 11.11 (b). When the residential facility provides notice that the student is to be released, the host district should notify the resident district at least two weeks prior to the students return to the resident district. The host district should help the resident district to prepare for the student's discharge and help support decisions about where to educate the student upon return to assure FAPE. Penn Cambria School District has a financial obligation, a responsibility to cooperate in regards to transferring records (within ten business days of the host district's request), and the duty to monitor the student's progress and educational planning.

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

Penn Cambria School District Acknowledges students via the PDE-4605 form. PCSD assures that the educating district has the students most recent re-evaluation report, Individual Education Plan, and Notice of Recommended Educational Placement. Once the student is at the placement and receiving educational services, the Special Education Director or appointed LEA will attend all IEP meetings and progress/review meetings either by phone, virtually, or in person to make sure that all services are being provided at the host school. The Special Education Director or appointed LEA will make sure that copies of the current IEP, progress reports, and NOREP are obtained by the home district so that PCSD is aware of any changes that occurred while the student was in placement. The Special Education Director or appointed LEA will also participate in meetings to assist in developing a plan for the student to transition back to PCSD. This fluid communication will help support the student in a smooth transition back to home school. Once student is discharged from the facility, Penn Cambria School District communicates with the school and family to make sure student placement is monitored and services are continued when student returns to home LEA.

Incarcerated Students Oversight

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

No

- 1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).**

Least Restrictive Environment

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

Reviewing the Indicator 5: Educational Environments, over the last three years, Penn Cambria School District has met the designated area of Special Education inside the regular education setting 80% or more. Reviewing the next category of Special Education inside regular class less than 40%, Penn Cambria has met the SPP/APR Target two out of the last three years. The one year that PCSD did not meet the SPP/APR Target the District exceeded the target by 0.2%, however the District was equal to the State average. Finally, under Indicator 5, Penn Cambria met Special Education in other settings three out of the last three years. Penn Cambria School District continues to work every year to make sure that IEP teams are recommending the least restrictive environment in which the students can make meaningful progress.

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

Penn Cambria School District utilizes the following academic supports to support students in need of accommodations in their learning environment: Multi-Tiered System of Support (MTSS) district wide. Benchmark and progress monitoring assessments, various interventions based on need by student data, and after school and summer school programming makes up some of the supports put in place during the MTSS team meetings. To support the students' social/emotional needs, Penn Cambria School District has implemented and utilizes the following programs and supports: Second Step - grades K through 6, SAEBRS - district wide, Student Assistance Program (SAP) district wide, collaboration with Cambria County Drug and Alcohol, Children and Youth Services, and Crisis Team.

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

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 includes special education teacher and para-educator support in the general education classroom setting. Students receive instruction and services outside the regular education classroom and /or curriculum only when student's needs are so severe that he or she is not able to make progress toward their goals and objectives in the inclusion setting or when the student is so disruptive as to significantly impair the education of themselves and /or other students in the class(es). Many students with more significant needs continue to be included with their peers in the general education setting for homeroom, lunch, recess, assemblies, field trips, and special classes that include but are not limited to physical education, music, and art. Penn Cambria School District collaborates in planning trainings for inclusion needs for both special education and general education teachers by utilizing Intermediate Unit 8, PaTTAN, and in-house educational and/ or behavioral specialists. Collaborative, instructional, social-behavioral and/or physical aids and services are considered in planning for inclusion. District leadership supports

the provisions 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 onsite training has been provided in-district from trained trainers. Moving forward, the district is aware that we are able to have the local Intermediate Unit come onsite to provide continued co-teaching trainings. The district will continue to seek and provide support and trainings in the areas of behavioral support and social /emotional learning to help support our general education staff and our emotional support teachers. We will look for options regarding ways to provide these trainings to our staff; this could include the Intermediate Unit 8 and/ or in-house trainers. Additionally, all of the para-educators will continue to complete 20 hours of training in the upcoming years. They will focus their trainings in the areas that they are assigned to maximize their skills and inclusionary practices.

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

Penn Cambria School District provides supplementary aids and services to ensure meaningful participation of students with disabilities in extracurricular activities. All students are encouraged to participate in extracurricular activities at Penn Cambria at all ability levels. All students have the opportunity to participate in sports, assist with management of teams, attend dances, participate in chorus and/or band, plays or musicals, assist with stage crew, and participate in our Unified Bocce Ball team. An aide, a support staff person, or training for the coaches or leaders of the activity to participate in any of the above activities will be provided by the district to allow all students with special needs. The IEP team would work together to determine if students had needs and what supplementary aids and services would be required to fully participate.

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

Penn Cambria School District has several students that are currently placed outside of the district to provide them an appropriate academic, behavioral, and social/emotional education. 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, tried different in-district special education placements, and the students were still not making appropriate progress. The IEP team determined for each of the outplaced students that special education supports and services required in the student's IEP could not be provided in the neighborhood school. As the resident district/LEA the District attends meetings regularly for the students and checks on their progress at the outside

placements. The students that are placed in outside placements are permitted to participate with their non-disabled peers in an after school activity that they would be interested in doing, such as sports, musicals, dances, etc.

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

Penn Cambria School District needs to build capacity and expand programming and services in the area of Emotional Support services. This could be done in multiple ways; the district could consider adopting the Positive Behavioral Interventions Support (PBIS) model for district wide implementation to support social/ emotional functioning on an individual, small group or whole group basis. The PBIS model could help decrease the number of students referred for special education evaluations in the area of Emotional Disturbance. This District could also consider implementing a full-time emotional support classroom at the elementary and secondary levels.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Soaring Heights School - Altoona	Licensed Private Academic		Pyramid Healthcare, Inc.	Autistic Support	3
Pressley Ridge Day School Johnstown	Licensed Private Academic		Pressley Ridge	Autistic Support	1
BRIDGE Program	Other	18 - 21 Transition Program	Intermediate Unit 08	Life Skills Support	2
Admiral Peary Area Vocational Technology School - PAES Lab	Other	High School Vocational Technology School	Admiral Peary Area Vocational Technology School	Life Skills Support	2

Appalachian Youth Services	Other	Day Treatment Program	Appalachian Youth Services	Emotional Support	5
Pressley Ridge Day School Johnstown	Licensed Private Academic		Pressley Ridge	Emotional Support	2
Children's Behavioral Health	Other	Partial Hospitalization Program	Children's Behavioral Health	Emotional Support	0
Alternative Community Resource Program (ACRP) St. Mike's	Other	Partial Hospitalization Program	ACRP	Emotional Support	1
Merakey Autism and Education Center Altoona	Licensed Private Academic		Merakey	Autistic Support	2
Extended Family Programs	Other	Day Treatment Facility	Extended Family Programs, Inc.	Emotional Support	0

Positive Behavior Support

Date of Approval

2022-06-21

Uploaded Files

113.2 Behavior Support 6.21.2022.pdf

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

Penn Cambria School District supports the use of positive behavior support plans. In grades kindergarten through five, we utilize the PATHs Program, LLC; which is a research based social and emotional learning program. In addition to PATHs we use Second Step school wide kindergarten through grade six and Student Risk Screening Scale (SRSS) district wide. The district enacts policy 113.2, Behavior Support, to ensure that district staff use appropriate behavior support techniques and that, for each student with a disability or thought to have a disability who exhibits behavior problems which interfere with the student's ability to learn, the IEP team develops a plan that provides for an appropriate program of behavior management. The purpose of this policy and its implementing guidelines is to ensure adherence by all staff to the requirements of state and federal law as they exist at the time of the adoption of this of this policy and its implementing guidelines and as they may from time to time be amended and interpreted by the courts and various administrative agencies.

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

Special education teachers provide information/ training on positive behavior support plans that their students may have in their IEPs to all of the student's teachers and support staff. This training would include positive rather than negative measures and may include a variety of techniques and research-based practices to develop and maintain skills that will enhance an individual child's opportunity for learning and self-fulfillment. Penn Cambria School District contracts with Intermediate Unit 08 to train our special education teachers, support staff, administrators, guidance counselors, and certain general education teachers in CPI Nonviolent Crisis Prevention Intervention training. The purpose of the program is to create and maintain an atmosphere of care, welfare, safety, and security. The emphasis of the program is early intervention and nonphysical methods for prevention and managing disruptive behavior. If the early intervention and de-escalation techniques were not successful, our staff members are certified in CPI restraint training. This portion of Non-Violent Crisis Prevention Intervention is only used as a last resort if the student is in danger of hurting themselves or others. The

types of intervention chosen for a particular student shall be the least intrusive necessary. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques have been exhausted.

3. Describe the district positive school wide support programs.

Penn Cambria School District uses a "PAWS" program kindergarten through grade eight to reinforce positive behavior in the school environment. The acronym PAWS stands for Pride, Academics, Work Ethic, and Self Respect. All students that follow the PAWS guidelines are eligible for weekly and larger monthly rewards. The high school has similar positive behavior supports that include student of the month, pep-rallies, and assemblies.

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

Community Guidance Center (grades K - 8) and Reach/Rise Project (grades 9-12) are contracted to come into the district to provide School-Based Behavioral Health Services weekly. They meet with students that are in need of additional counseling above what our school guidance counselors can provide. Students are referred to these counseling services through the Student Assistance Program or by parents/guardians. Community Guidance Center is a private counseling service that the district contracts with and utilizes monies from a grant so that any student despite their insurance type can obtain school-based counseling free of charge regardless of their insurance coverage. Reach/Rise services are provided to our students through the Cambria County Opioid Settlement. Additionally, Penn Cambria School District hired a school social worker, that is grant funded, to assist with individual and group counseling. Students and families with more chronic mental health concerns and needs for resources both in and out of school are supported by our school social worker.

5. Describe the district restraint procedure.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the child is acting in a manner as to be a clear and present danger to him/herself, to other children or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The district has a responsibility to train personnel for the use of specific procedures, methods and techniques in the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures. The Director of Special Education or his/her designee shall notify the parent/ guardian as soon as possible of the use of restraints to control aggressive behavior of his/ her child and shall convene a meeting of the IEP team within ten school days of the inappropriate behavior causing the use of restraints, unless the parent/ guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. Whenever the use of restraints to control acute or episodic aggressive or self-injurious behavior can be reasonably anticipated for a particular student, the

district shall make every effort to obtain prior parent/ guardian consent for such use. Inclusion of such restraints in the IEP of the student, when the parent/ guardians have received appropriate prior written notice of the IEP, shall constitute sufficient evidence of parents/ guardian consent for purposes of this policy. In the event that the need to use restraints cannot be reasonably anticipated for a particular student, or the parents/ guardians refuse to provide consent therefore, appropriately trained staff may use such restraints when the student is action in a manner that constitutes a clear and present danger to him/herself, to other students, or to employees. The use of restraints may only be included in a student's IEP under the following conditions: 1. The restraint is used in conjunction with specific components of positive behavior support. 2. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior. 3. Staff are authorized, and have received all training required, to use the specific procedure. 4. The Positive Behavior Support Plan of the student includes a plan for eliminating the use of restraints through the application of positive behavior support. 5. The use of restraints are not included in the IEP for the convenience of staff, as a substitute for an education program, or to be employed as punishment.

Intensive Interagency

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

Penn Cambria School District has one student who is placed on Instruction Conducted in the Home due to being medically fragile. However, we do not have any students that are at a substantial risk of waiting more than 30 days for an appropriate educational placement. Penn Cambria School District does collaborate with outside agencies such as Cambria County Children and Youth, Behavioral Health and Intellectual Disabilities, CASSP, Crisis, and Drug and Alcohol, along with additional agencies that parents/ guardians and/ or courts have contracted with to provide services for our students. Penn Cambria School District does have a variety of special education supports in district as well as agency placements outside of the district to utilize for students with special needs to ensure the provision of FAPE. Penn Cambria School District along with all public schools in PA are required to report any students with special needs to PDE that are receiving homebound instruction or instruction conducted in the home to meet its obligations of Intensive Interagency Coordination (also referred to as Cordero Court Order of 1993). This reporting is to help PDE in its efforts to build capacity to meet the needs of all student with disabilities who require specialized services.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Kindergarten LS/AS/ES	Elementary	Full-time (1.0)	03/21/2025 04:46 PM

Building Name		
Penn Cambria Pre-Primary		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.06

Building Name		
Penn Cambria Pre-Primary		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.1

Building Name		
Penn Cambria Pre-Primary		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.08

Building Name		
Penn Cambria Pre-Primary		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 1 LS/AS/ES	Elementary	Full-time (1.0)	03/21/2025 04:44 PM

Building Name		
Penn Cambria Pre-Primary		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.06

Building Name		
Penn Cambria Pre-Primary		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Penn Cambria Pre-Primary		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Penn Cambria Pre-Primary		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 2 LS/AS/ES	Elementary	Full-time (1.0)	03/21/2025 04:41 PM

Building Name

Penn Cambria Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.08

Building Name		
Penn Cambria Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Penn Cambria Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.08

Building Name		
Penn Cambria Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 3 LS/AS/ES	Elementary	Full-time (1.0)	03/21/2025 04:38 PM

Building Name		
Penn Cambria Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.22

Building Name		
Penn Cambria Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.15

Building Name		
Penn Cambria Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.17

Building Name		
Penn Cambria Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 4 LS/AS/ES	Elementary	Full-time (1.0)	03/21/2025 04:36 PM

Building Name		
Penn Cambria MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %

	0.12
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Building Name		
Penn Cambria MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Penn Cambria MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.25

Building Name		
Penn Cambria MS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 5 LS/AS/ES	Elementary	Full-time (1.0)	03/21/2025 04:34 PM

Building Name		
Penn Cambria MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.14

Building Name
Penn Cambria MS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.1

Building Name		
Penn Cambria MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0

Building Name		
Penn Cambria MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 6 LS/AS/ES	Elementary	Full-time (1.0)	03/21/2025 04:31 PM

Building Name	
Penn Cambria MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	15
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	0.3

Building Name	
Penn Cambria MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.3

Building Name		
Penn Cambria MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.33

Building Name		
Penn Cambria MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 7 LS/AS/ES	Secondary	Full-time (1.0)	03/21/2025 04:26 PM

Building Name		
Penn Cambria HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.26

Building Name		
Penn Cambria HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %

	0
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Building Name		
Penn Cambria HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 8 LS/AS/ES	Secondary	Full-time (1.0)	03/21/2025 04:24 PM

Building Name		
Penn Cambria HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15

Age Range Justification	FTE %
	0.32

Building Name		
Penn Cambria HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.25

Building Name		
Penn Cambria HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Grade 9 LS/AS/ES	Secondary	Full-time (1.0)	03/21/2025 04:21 PM
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Building Name		
Penn Cambria HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.2

Building Name		
Penn Cambria HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.17

Building Name

Penn Cambria HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 10 LS/AS/ES	Secondary	Full-time (1.0)	03/21/2025 04:17 PM

Building Name		
Penn Cambria HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.34

Building Name		
Penn Cambria HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0

Building Name		
Penn Cambria HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 11 LS/AS/ES	Secondary	Full-time (1.0)	03/21/2025 04:15 PM

Building Name		
Penn Cambria HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.24

Building Name		
Penn Cambria HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Penn Cambria HS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 12 LS/AS/ES	Secondary	Full-time (1.0)	03/21/2025 04:13 PM

Building Name		
Penn Cambria HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.2

Building Name		
Penn Cambria HS		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.25

Building Name		
Penn Cambria HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS/ LSS Grades K - 6	Elementary	Full-time (1.0)	03/21/2025 12:28 PM

Building Name
Penn Cambria MS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are taught with similar aged peers from a direct instruction educational program. Students are instructed on their IEP goals and objectives.		0.35

Building Name		
Penn Cambria MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
Students are taught with a life skills curriculum to make progress toward their IEP goals and objective.		0.15

Building Name
Penn Cambria MS
Support Type
Emotional Support
Support Sub-Type

Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS/ LSS Grades 7 - 9	Secondary	Full-time (1.0)	03/21/2025 12:05 PM

Building Name		
Penn Cambria HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.25

Building Name		
Penn Cambria HS		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Penn Cambria HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		0
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS/ LSS Grades 10 - 12	Secondary	Full-time (1.0)	03/21/2025 12:06 PM

Building Name		
Penn Cambria HS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.35

Building Name		
Penn Cambria HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.1

Building Name		
Penn Cambria HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		0
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 19
Age Range Justification		FTE %
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS Elementary	Elementary	Full-time (1.0)	03/21/2025 11:42 AM

Building Name		
Penn Cambria Pre-Primary		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students are instructed in an ABA approach using highly individualized instruction to their own IEP goals and objectives.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS/ LSS/ MDS	Secondary	Full-time (1.0)	03/21/2025 11:39 AM

Building Name		
Penn Cambria HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 19
Age Range Justification		FTE %
Students are instructed on a very individualized curriculum based on their IEP goals and objectives. Some instruction is provided individually, and some is provided in small groups.		0.1

Building Name		
Penn Cambria HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Students are instructed on a very individualized curriculum based on their IEP goals and objectives. Some instruction is provided individually, and some is provided in small groups.		0.38

Building Name		
Penn Cambria HS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 22
Age Range Justification		FTE %
Students are instructed on a very individualized curriculum based on their IEP goals and objectives. Some instruction is provided individually, and some is provided in small groups.		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLS K - 3	Elementary	Full-time (1.0)	03/21/2025 11:32 AM

Building Name		
Penn Cambria Pre-Primary		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		30

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students are paired with like age and grade level peers during small group instruction. Some students are also educated in a one to one SLS session.		0.46

Building Name		
Penn Cambria Intrmd Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support	Case Load	
Itinerant (20% or Less)	20	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLS 4 - 12	Multiple	Full-time (1.0)	03/21/2025 11:18 AM

Building Name		
Penn Cambria MS		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 13
Age Range Justification		FTE %
Students are paired with like age and grade level peers during small group instruction. Some students are also educated in a one to one SLS session.		0.32

Building Name		
Penn Cambria HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 22
Age Range Justification		FTE %
Students are paired with like age and grade level peers during small group instruction. Some students are also educated in a one to one SLS session.		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Vision Support	Secondary	Part-time (0.5)	03/21/2025 11:12 AM

Building Name		
Penn Cambria HS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 16
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hearing Support	Multiple	Part-time (0.5)	03/21/2025 11:11 AM

Building Name		
Penn Cambria Intrmd Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 10
Age Range Justification		FTE %

	0.02
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Building Name		
Penn Cambria MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 13
Age Range Justification		FTE %
This is a very specialized service, and the students are educated in a one to one environment.		0.04

Building Name		
Penn Cambria HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	13 to 17
Age Range Justification		FTE %
		0.06

Special Education Facilities

Building Name		Room #
Penn Cambria HS		146
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 18 feet, 5 inches	644sqft	23
Implementation Date		
2022-06-13		
Uploaded Files		
PCH_06132022133956.pdf		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Penn Cambria Intrmd Sch		B 104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 10 feet, 0 inches	200sqft	7
Implementation Date		

2022-06-13
Uploaded Files
PCI_06132022133828.pdf

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #	
Penn Cambria HS		136	
School Building		Building Description	
		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
22 feet, 3 inches x 20 feet, 8 inches	459sqft	16	
Implementation Date			
2022-06-13			
Uploaded Files			
PCH_06132022133956.pdf			

3Assurance Check

Assurance Check	Yes	No

The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Penn Cambria MS		A 132
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 12 feet, 0 inches	348sqft	12
Implementation Date		
2022-06-13		
Uploaded Files		
PCM_06132022133900.pdf		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Penn Cambria Pre-Primary		212
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 10 inches x 30 feet, 5 inches	451sqft	16
Implementation Date		
2022-06-13		
Uploaded Files		
PCPP_06132022133725.pdf		

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
Penn Cambria HS	138
School Building	Building Description
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 feet, 8 inches	620sqft	22
Implementation Date		
2022-06-13		
Uploaded Files		
PCH_06132022133956.pdf		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Penn Cambria HS		135
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 6 inches x 18 feet, 2 inches	263sqft	9
Implementation Date		
2022-06-13		
Uploaded Files		
PCH_06132022133956.pdf		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Penn Cambria Intrmd Sch		B 129
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 24 feet, 0 inches	624sqft	22
Implementation Date		
2022-06-13		
Uploaded Files		
PCI_06132022133828.pdf		

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Penn Cambria Pre-Primary		215
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 3 inches x 11 feet, 4 inches	184sqft	6
Implementation Date		
2022-06-13		
Uploaded Files		
PCPP_06132022133725.pdf		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Penn Cambria HS		213
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 11 feet, 11 inches	274sqft	9
Implementation Date		
2022-06-13		
Uploaded Files		
PCH_06132022133956.pdf		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Penn Cambria MS		C 144
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 6 inches x 25 feet, 6 inches	599sqft	21
Implementation Date		
2022-06-13		
Uploaded Files		
PCM_06132022133900.pdf		

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Penn Cambria MS		C150
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
Implementation Date		
2025-08-19		
Uploaded Files		
PC Middle 2025_86fa5581.pdf		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Penn Cambria MS		C105
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 25 feet, 0 inches	800sqft	28
Implementation Date		
2025-08-19		
Uploaded Files		
PC Middle 2025_22a7787e.pdf		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Penn Cambria MS		C111
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 26 feet, 6 inches	715sqft	25
Implementation Date		
2025-08-19		
Uploaded Files		
PC Middle 2025_fe9a0e95.pdf		

14Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Penn Cambria Intrmd Sch		B 122
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 22 feet, 0 inches	726sqft	25
Implementation Date		
2025-08-19		
Uploaded Files		
PC Intermediate 2025_34858123.pdf		

15 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Penn Cambria Pre-Primary		107
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2025-08-19		
Uploaded Files		
PC Pre-Primary 2025.pdf		

16 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student		No
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Penn Cambria HS		111
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 20 feet, 0 inches	200sqft	7
Implementation Date		
2025-08-19		
Uploaded Files		
PC High 2025.pdf		

17Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Penn Cambria HS		221
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 19 feet, 0 inches	228sqft	8
Implementation Date		
2025-08-19		
Uploaded Files		
PC High 2025.pdf		

18Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Special Education Support Services

19Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	2	Secondary	District
Other	1	Secondary	Contractor
Other	1	Secondary	Contractor
Paraprofessionals	13	Elementary	District
Paraprofessionals	15	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Penn Cambria School District will continue to apply for the Autism Initiative Grant through PaTTAN for hands on, direct training in our full-time elementary autistic support classroom.			
Lead Person/Position		Year of Training	
PaTTAN Autism Support Trainers and PCSD Autism Classroom Coach		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	5	District Intermediate Unit PaTTAN	Building Administrators Parents Paraprofessionals Special Education Teachers

Description of Training			
Penn Cambria School District will continue to apply for the Autism Initiative Grant through PaTTAN for hands on, direct training in our full-time secondary autistic support/ MDS classroom.			
Lead Person/Position		Year of Training	
PaTTAN Autism Support Trainers and PCSD Autism Classroom Coach		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	5	District Intermediate Unit PaTTAN	Parents Paraprofessionals Special Education Teachers

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Positive Behavior Support

Description of Training			
CPI - Non-violent Crisis Intervention: Special education teachers, guidance counselors, paraeducators, social worker, and administrative staff will participate in CPI non-violence crisis intervention with de-escalation training.			
Lead Person/Position		Year of Training	
Special Education Director and Intermediate Unit 08		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Intermediate Unit	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers Other

Description of Training			
Positive Behavior Support and MTSS training to refresh all elementary teachers on how to develop, implement, and collect data on a Positive Behavior Support Plan.			
Lead Person/Position		Year of Training	
Elementary Principal, School Psychologist, Special Education Director		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Building Administrators General Education Teachers

			Special Education Teachers
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Paraprofessional

Description of Training			
Paraprofessionals at Penn Cambria School District have all received their credentials of competency. They continue to maintain their minimum of 20 hours of in-service training on a yearly basis. The paraprofessionals are invited to participate in yearly teacher in-service trainings, CPR and first aid training, PSSA/ Keystone/ PASA training, CPI Non-violent crisis prevention training, along with many other on-line trainings provided by PaTTAN.			
Lead Person/Position		Year of Training	
Special Education Director and PaTTAN		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
20 total hours, trainings vary in length	Varies	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training
The district transition coordinator will attend the Pennsylvania Transition Conference each summer and transition council meetings quarterly. She will then, in conjunction with the Special Education Director provide the learned information with teachers and parents that have students ages 14 -21 on transition concepts such as postsecondary jobs, college, technical school, military, and independent living at

the students' IEP meetings. The district will continue to plan and meet the transition needs of all students age 14 years and older. Penn Cambria School District's progress will be monitored through Indicator 13.

Lead Person/Position		Year of Training	
Special Education Director and Transition Coordinator		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1.5 (Varies)	5 per year (Varies)	District Intermediate Unit PaTTAN Other	Parents Special Education Teachers Other

Description of Training			
The district will provide teachers of students of transition age, professional development on writing measurable annual IEP goals that will reasonably enable student to meet postsecondary outcomes.			
Lead Person/Position		Year of Training	
Special Education Director and Transition Coordinator		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Special Education Teachers

Science of Literacy

Description of Training

MTSS Training in the area of reading. Reading specialists along with elementary principal and school psychologist will collaborate and hold meetings every 6 weeks to review student progress in the area of reading. They will collectively determine additional supports that each individual student needs along with conducting mini reading trainings when needed for the general education and special education teachers.

Lead Person/Position		Year of Training	
Elementary Principal, School Psychologist, Special Education Director, Reading Specialists		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	6	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training
General education teachers, special education teachers, administrators, and paraeducators will attend professional development pertaining to the science of literacy.

Lead Person/Position		Year of Training	
Principal, Special Education Director, Reading Specialists		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Transition process and agencies that can assist our students from 14 years of age and beyond.			
Lead Person/Position		Year of Training	
Special Education Director and Transition Coordinator		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Understanding the Special Education Process and IEPs.			
Lead Person/Position		Year of Training	
Special Education Director and School Psychologist		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents Paraprofessionals Special Education Teachers

Description of Training			
Executive functioning and specially designed instruction that can assist students			
Lead Person/Position		Year of Training	
Special Education Director and School Psychologist		2026 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents Paraprofessionals Special Education Teachers

IEP Development

Description of Training			
Teachers will attend professional development pertaining to writing IEP Present Levels and Specially Designed Instruction			
Lead Person/Position		Year of Training	
Special Education Director and School Psychologist		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Special Education Teachers

Description of Training	
Teachers will attend professional development on developing a Positive Behavior Support Plan based off of a Functional Behavior Assessment	
Lead Person/Position	Year of Training

Special Education Director and School Psychologist		2026 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Description of Training			
Teachers will attend professional development pertaining to progress monitoring on IEP Goals and Objectives			
Lead Person/Position		Year of Training	
Special Education Director and School Psychologist		2025 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- x There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- x The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- x The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- x The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

