

Williamsburg Community SD
Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

515 W 3rd St
 Williamsburg, PA 16693
 (814)832-2125
 Superintendent: Lisa Murgas
 Director of Special Education: Lisa Murgas

Planning Committee

Name	Role
Michael Jones	Administrator : Professional Education Special Education
Jennifer Metzler	Administrator : Professional Education Special Education
Lisa Murgas	Administrator : Professional Education Special Education
Barry England	Board Member : Professional Education Special Education
April Wheland	Elementary School Teacher - Regular Education : Professional Education Special Education
Natalie Houtz	High School Teacher - Special Education : Special Education
Cathy Mock	Middle School Teacher - Special Education : Professional Education Special Education
Traci McCall	Parent : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 87

Identification Method

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

The Williamsburg Community School District identifies students with Specific Learning Disabilities using the discrepancy model.

The district continues to utilize the Instructional Support Team (IST) model in the pre-referral process at the elementary level. This team is composed of a building principal, school psychologist, classroom teacher, team teacher, and parents. Students who are not making adequate progress in the general education curriculum are identified through global screening measures or teacher/parent referrals. The IST team meets and implements interventions designed to address specific academic or behavioral concerns. Following 30 to 60 days of interventions, the team determines if the student is making meaningful progress with instruction at his level through the IST process. If it is determined that the student continues to demonstrate significant academic or behavioral problems despite interventions, a referral for a multidisciplinary evaluation is made. At the secondary level, the student is referred to the Student Assistance Program. Through this process, the guidance counselor, principal, nurse, and team of teachers meet to discuss concerns expressed by school staff and/or parents. Interventions are implemented in the general education curriculum by the regular education teachers and overseen by the guidance counselor. The student's progress is monitored for a specific period of time, usually no more than one marking period. If meaningful progress is not displayed following accommodations, a multidisciplinary evaluation is recommended.

If a direct referral for a multidisciplinary evaluation is made via parent request, for either elementary or secondary levels, pre-referral interventions are suggested or implemented concurrently, typically through IST or SAP process. This allows the multidisciplinary team to gather data in regard to a student's response to specially designed interventions in the general education curriculum as a portion of the evaluation process.

Once a student is referred for a multidisciplinary evaluation, a school team including members of the Instructional Support Team or Student Assistance Program and any other professional felt to be necessary design an assessment battery which includes, but is not limited to, observations, input from teachers and parents, curriculum based measurements, standardized measures of ability and achievement, health screenings and speech/language screenings. This evaluation process is designed to identify a Specific Learning Disability using 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: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The District will review the processes and procedures of our speech and language population in order to be within the state percentage of speech and language students..

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?

There are currently no students placed at the Cove Forge facility. If a student becomes a resident at Cove Forge, the district would meet its obligation under 1306 as a host district at this location. Williamsburg Community School District would operate in cooperation/conjunction with the resident school district in order to obtain educational records, including special education records, in order to meet the student's educational needs. All nonresident children living within the boundaries of the school district who may be eligible for special education are located/identified/evaluated, and when and if found to be eligible, are offered a free appropriate public education. Nonresident children who live within the boundaries of the school district are treated in the same manner as resident children. As a component of the IEP team, Williamsburg Community School District or Appalachia Intermediate Unit 8 on the district's behalf, would attend all scheduled meetings for 1306 nonresident students and work to consider the specific educational needs of the student in order to ensure continuity of FAPE and meet those needs in the least restrictive environment.

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).

The district currently does not have any incarcerated students. In the event a student would be incarcerated, the district would utilize the Evaluation, IEP and NOREP process to ensure FAPE for that student.

Students under 21 who are incarcerated and entering the prison system for the first time are located and identified by the prison administration. The prison staff then refers the inmate to the prison counseling staff. An interview is conducted and an education review form is completed. The educational review documents are then forwarded to the staff special education teachers. An educational interview is scheduled and a request for records is completed if necessary.

Once all educational records are in place, a determination is then made if the student is eligible for regular or special education services. If services are warranted, an application is completed and an educational IEP is completed to ensure (FAPE) is provided to that student.

A record of attendance, progress monitoring, grades, and school year accomplishments is kept on file. Students who complete all course work and credit requirements for the General Equivalency Diploma (GED) are awarded.

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 Williamsburg Community School district has in place procedures to ensure maximum integration for students with disabilities. The Instructional Support Team evaluates and makes recommendations to support students in the classroom before they are referred for evaluation.

The school district has established procedures for implementing and resolving barriers to educational placements. A school setting begins the Least Restrictive Environment process if a student with a disability demonstrates difficulty being successful in the regular classroom. The multi-disciplinary team decides the student's placement. Students are educated in their neighborhood school to the extent possible. Aides and consultation services with special education teachers are provided to regular education teachers to provide the necessary support in the regular classroom environment.

Listed are a few supplementary aides and services the district uses to maintain student success in the regular classroom:

- inclusion paraprofessionals utilized in all settings to provide additional assistance in the regular education classroom
- use of researched based instructional materials
- Assistive technology
- continuum of special education teacher support from minimal to intensive support for all disabilities
- psychological counseling
- behavioral support interventions
- paraprofessional assistance is provided at GACTC and Work Experience sites if needed for student success
- paraprofessional support is provided for Community Based Instruction
- summer programs and other special activities when needed.

Students at alternate sites have participated in extra curricula activities at the home based school, sports and clubs. Flexibility with scheduling and transportation for students at alternate sites is provided so that students may participate in classes of interest and/or skill when transitioning back to regular school setting. If data supports a student placement in a more restrictive environment the district uses a least restrictive continuum of services. A social worker serves as a liaison to placement the district with a more restrictive placement outside of the public school setting, the district staff participates in many Act 48 training activities to keep them abreast of current best practices in special education.

The Williamsburg Community School District supports the inclusion of special education students through ongoing development of a continuum of Least Restrictive Environment placement options. The Indicator 5 section, Educational Environments, indicates the following comparisons:

1. The District percentage for SE Inside the regular classroom 80% or more is 74.1 % compared to the State at 61.5%.
2. The District percentage of students inside the regular classroom less than 40% of the time was too small a group to identify in the Special Education Data Report for 2018-19 compared to the State at 9.4%.

The District currently has 9 students placed in out of District classrooms for Life Skills and MultiDisabled Support. Through evaluation reports and student data, the IEP Team determined these placements to be appropriate to meet student needs and to assure LRE requirements are met.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).

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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The focus in the district is on positive behavior supports. Regular positive supports are in place in both the elementary and junior-senior high school. Special education students are included in school-wide or classroom-wide behavior support programs. If necessary, individual behavior plans are written to address specific behaviors of concern. Individual plans for students are monitored by the classroom teacher, special education teacher, guidance counselor, and principals. A schoolwide bullying policy is in effect. Each building has a crisis plan and team in place and these teams meet two times a year to review, revise, and practice the current procedures. In addition, the district has utilized the services of the IU8 behavior support consultant for assistance with hard to handle students.

The elementary school has implemented a Schoolwide Positive Behavior Support Program. Teachers and administrators were trained to implement this program for all students in grades K-6. Students are rewarded for positive behaviors each marking period with the opportunity to earn prizes for positive behaviors.

Staff has participated in positive behavioral activities which have been scheduled in the district as well as encouraged to attend workshops provided by Pattan and other providers.

The district has participated in deescalation training and routinely reviews the procedures established in the Crisis Intervention Team Plan.

District Teachers are very involved with the Student Assistance Program. There is a SAP Team in place in both the Elementary and JR-SR High School. The teams meet weekly to discuss current students, new referrals and brainstorm ideas to help our students be more successful in school. Elementary and High School faculty volunteer to be "mentors" for students who are thought to be at risk. Sometimes all it takes for a student to be successful is that contact by a teacher who cares. The district is also a Satellite for Home Nursing Outpatient Therapy. In addition, the District contracts with UPMC to provide counseling services for students. Students who are in need of services are referred for the program. The HN Agency/UPMC contacts the parents and the intake process is completed at the school. This saves the parent from having to go the 20 miles into the hospital for the intake and therapy sessions. Counselors meet with the students on a weekly basis throughout the school year and there is a continuation of services at the school in the summer.

The district has not had to use restraints to control student behaviors over the past 10 years. The district plans to continue to provide positive behavior supports to its students over the next three years.

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 school district places emphasis on providing each student with an appropriate educational program and placement. The district has not had any specific disability category where FAPE was not able to be provided or faced a barrier for an appropriate placement. The district uses the interagency approach to resolve any issues with providing FAPE or cross any barriers for appropriate placements. The district has representatives who participate in the Interagency Approach Process with local agencies (CAASP, MHMR, Extended Family Academy, Adelphoi Village, Partial Hospitalization). District staff have frequent contact with agency personnel. This contact is made through student placement, advisory committee participation or at individual staffing. This collaboration and communication has benefited all parties involved in difficult placement decisions. The district has had the assistance of the Appalachia Intermediate Unit 08 to provide a local continuum of services that has been able to address district student needs. The continuum includes many outside agencies that provide services to the school district. Having these services has made challenging placements more timely and efficient.

The school district has established procedures for implementing and resolving barriers to educational placements. In the event a Hard-to-Place student enrolls in the district, the IEP process would be utilized to insure FAPE for that student. The following procedures are in place: An IEP Team meeting would be convened for that student. The team would review the student's most current IEP and determine the student's strengths and weaknesses. Success in his previous placement would also be taken into consideration. The team would review the continuum of program options that are available in the school district that would afford the student opportunities to access the general education curriculum. If the data collected supports an out of district placement, the team would then review the out of district placements that would provide the least restrictive environment to ensure FAPE and access to the general education curriculum for that student. A referral would then be made to the appropriate agency. The district contracts with the IU to provide a social worker who serves as a liaison to assist the district with more restrictive placements. Once a student has been placed, the district receives progress reports on these students. A representative of the district participates in all support meetings for the student. Once the student has accomplished his goals and has successfully completed his program, the transition back to the home district begins. The IEP team determines the transition plan for that student and modifies the day so that the student gradually transitions back into the traditional . All necessary supports and services are provided to ensure that FAPE is afforded to the student.

Assurances

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
Cove Forge Residential Treatment Facility	Nonresident	Williamsburg Community School District	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Spring Cove School District/Middle School	Neighboring School Districts	Life Skills Support	4
Spring Cove School District/Central High School	Neighboring School Districts	Life Skills	1
Hollidaysburg Area School District/Senior High School	Neighboring School Districts	MDS	1
Spring Cove Elementary School	Neighboring School Districts	Life Skills Support	1
Soaring Heights School	Special Education Centers	Autistic Support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2017

Reason for the proposed change: Teacher is .50 general education teacher

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	6	0.25
Locations:				
Williamsburg High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	1	0.25
Locations:				
Williamsburg Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2017

Reason for the proposed change: There are no supplemental students on this teacher's caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	24	1
Locations:				
Williamsburg High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2017

Reason for the proposed change: No itinerant students in this position.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 18	2	0.3
Justification: Individual settings, not a group.				
Locations:				
Williamsburg High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	2	0.08
Justification: No more than three age levels in groups				
Locations:				
Williamsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	11	0.6
Justification: No more than three age levels in groups				
Locations:				
Williamsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2017

Reason for the proposed change: Updated plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	25	0.75

Justification: Students are serviced individually.				
Locations:				
Williamsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 18	12	0.25

Justification: Students are serviced individually				
Locations:				
Williamsburg High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2017

Reason for the proposed change: updated plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	4	0.65
Locations:				
Williamsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	5	0.35
Locations:				
Williamsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2017

Reason for the proposed change: Students located in the junior/senior high school building

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 11	1	0.17
Justification: Students seen individually				
Locations:				
Williamsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 16	2	0.25
Locations:				
Williamsburg Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	Williamsburg Elementary School	1
Psychologist	Williamsburg Community School District	0.33

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	1 Days
Physical Therapy	Outside Contractor	1 Days
Social Work	Intermediate Unit	3 Hours
Transition	Intermediate Unit	5 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs.
Person Responsible	Director of Special Education, Learning Support Teachers, Building Level Principal
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	2
# of Participants Per Session	50
Provider	Intermediate Unit
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<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>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p>
Grade Levels	<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>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Joint planning period activities</p>
Evaluation Methods	<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>Evaluate the data to reflect a 2% increase in achievement over the course of the plan.</p>

Behavior Support

Description	Students with disabilities will interact with others in their school environments
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	<p>in an effective manner so that their behavior does not impede their learning or the learning of others. A Schoolwide Positive Behavior Support program has been implemented in the elementary school. In addition, an attendance improvement program has been implemented at the junior/senior high school level. All special education students participate in these programs.</p> <p>Our District will continue to provide training in de-escalation and CPI.</p> <p>Our District will continue monitor school suspensions and provide functional behavior assessments and positive behavior plans if needed for students. The information will be shared at least twice yearly with the Special Education Department and Administration.</p>
Person Responsible	Special Education Director School Administrators
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	4
# of Participants Per Session	50
Provider	School Entity
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Training for de-escalation and CPI.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<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>
For school or LEA administrators, and other educators seeking	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

leadership roles	<p>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>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p>
Grade Levels	<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>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Joint planning period activities</p>
Evaluation Methods	<p>The District will continue to maintain the less than 1% increase over the course of the plan for both in school suspension and out of school suspensions.</p>

Paraprofessional

Description	<p>Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs.</p> <p>Paraprofessionals will complete 20 hours of Professional Development each year of this plan.</p>
Person Responsible	Special Education Director
Start Date	7/1/2020

End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	5
Provider	Pattan
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<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>
For school or LEA administrators, and other educators seeking leadership roles	<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>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>
Training Format	<p>Online-Synchronous</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p>
Participant Roles	Paraprofessional
Grade Levels	<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>

Follow-up Activities	Certificate of Completion
Evaluation Methods	Certificate of Completion

Reading

Description	Our goal is to enhance the quality of service to our students who require reading and other academic interventions as outlined in the Common Core Standards.
Person Responsible	Special Education Director, Learning Support Teachers, Building Level Principal
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	4
# of Participants Per Session	20
Provider	IU
Provider Type	Curriculum training on new curriculum
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<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>

<p>For school or LEA administrators, and other educators seeking leadership roles</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>Training Format</p>	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Paraprofessional</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<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 Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities</p>
<p>Evaluation Methods</p>	<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 Standardized student assessment data other than the PSSA Classroom student assessment data</p>

	<p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Increasing PSSA scores in reading and writing proficiency at both the elementary and high school levels.</p>
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Transition

Description	<p>The District will continue to provide transition services to students.</p> <p>First, the District will compare post-graduate survey results and determine if the survey results match transition services provided in the individualized education plans.</p> <p>Second, is to increase the number of students by at least 5% who are placed in a secondary settings such as employment, the GACTC job placement, CareerLink workshops for resume building and interview skills.</p>
Person Responsible	Special Education Director, Transition Coordinator, Building Level Principal
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	2
# of Participants Per Session	1
Provider	IU 08
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<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>

	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	<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>
Training Format	Offsite Conferences
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Data information collected by Transition Coordinator
Evaluation Methods	<p>Participant survey</p> <p>Tracking students participating in post secondary environments.</p>

Special Education Affirmations

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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer