

Crawford Central SD

**Special Education Plan Report**

07/01/2020 - 06/30/2023

# District Profile

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## Demographics

11280 Mercer Pike  
 Meadville, PA 16335-9504  
 814-724-3960  
 Superintendent: Thomas Washington  
 Director of Special Education: Alisa Willey

## Planning Committee

Name	Role
Jennifer Galdon	Administrator : Professional Education Special Education
Thomas Washington	Administrator : Professional Education Special Education
Alisa Willey	Administrator : Professional Education Special Education
Sara Carter	High School Teacher - Regular Education : Special Education
Tami Shilling	High School Teacher - Regular Education : Special Education
Meg Daniels	High School Teacher - Special Education : Special Education
Tina Craft	Parent : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 706

### *Identification Method*

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

The Crawford Central School District method for identifying students with a specific learning disability continues to be through the use of the discrepancy model. The initial step in the process begins with a team discussion where students who are experiencing difficulty meeting the demands of the general education curriculum are discussed. Initially, strategies are discussed that could be provided to assist the students individual needs. If these strategies are implemented, and the student continues to struggle, the district would utilize the discrepancy model to determine the presence or absence of a disability. A psychological evaluation for a Specific Learning Disability consists of an IQ test and an achievement test. The discrepancy model is used to determine a gap of approximately 15 points between overall ability and achievement in one or more areas, other factors need to be considered as well. In determining the presence of a SLD:- The IQ test is given, looking closely at subtest scores to determine a pattern of strengths and weaknesses and an intercorrelation among the scores. Those subtest scores are used to determine any other testing measures needed to administer in order to identify specific areas of concern that could be affecting reading or math achievement or their overall academic functioning. For example, if on a WISC, low subtest scores are identified in the area of memory, administration of additional tests will allow for a more in depth look (auditory sequencing, auditory memory, auditory processing, phonological awareness). If considering a possible reading disability, multiple measures are used to compare comprehension with oral versus silent reading, fluency, decoding, progress monitoring data of implemented interventions, and screening data collected by the Guidance Counselor are also utilized as part of the determination. Again, the point spread cannot be looked at rigidly. If the student has not made expected progress with implemented interventions, SLD is diagnosed. It is imperative that the whole picture is considered when making this decision with as much data as possible and input from team members.

### *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 continues to monitor class sizes and case loads for each Special Education teacher/program. The District continues to provide a Least Restrictive Environment and we strive to improve inclusionary practices.

The total percentage of students identified with disabilities in the district is 20.1% according to the 2018-2019 Special Education Penn Data report. This is noted as comparable to the state average of 17.3%. The enrollment percentage for students identified with Specific Learning Disabilities is 30.3% as compared to the state average of 40.6%. The following categories also have comparable averages: LEA Autism: 13.5% compared to State: 11.3%, LEA Emotional Disturbance: 9.5%, State: 8.5%, LEA ID: 8.1%, State: 6.3%, LEA OHI: 13% State: 16.4%, and LEA Speech: 23.2% State: 14.3% The Crawford Central School District publishes an annual public notice to identify, locate, and evaluate children with disabilities who require special education and related services in the local newspaper, on the district website, on district bulletin boards, on a local television station, and within school handbooks and calendars. The notice states that these services are offered at no charge to families.

### *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?

The Crawford Central School District hosts one children's institution within its boundary. The district utilizes existing Child Find procedures to ensure that a free appropriate education (FAPE) is available. FAPE will be provided for any student identified and in need of special education services. The district will participate in that student's Individual Education Plan meeting to ensure appropriate services are being delivered.

The placement of students with disabilities into any educational environment is determined at the IEP meeting and is based upon the levels of identified needs that the individual student presents. The district's philosophy is to include all students from all disability categories within the home school and to make every effort to educate students in the least restrictive environment. The placement into a more restrictive setting is not solely related to any particular disability category. Placement is based upon the individual needs of the student and the degree to which those needs relate to and affect the student's ability to have a successful and meaningful experience and to make progress. No barriers or problems currently exist which limit the district's ability to meet its obligations under Section 1306 due to open lines of communication.

### *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).

Crawford Central would continue with its current intake process for incarcerated students entering the district. This process begins with the obtainment of the history of incarcerated students regarding their special education status along with back-up documentation from their previous school. The district currently uses a single contact person (attendance office) who would create a linkage with the correctional facility. The correctional facility, through their intake process, would be made aware that Crawford Central is a host district. At that time the District would explain the evaluative and educational services that are provided to all students entering directly into the facility. Crawford Central maintains contact with sending districts in terms of maintaining their involvement with the program via re-evaluations and IEP team meetings. The process with the home district would also include clarification of communication strategies that would keep the parent/guardian involved as well. The district would offer both special education and regular education services to those students who are incarcerated.

### *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 involvement of regular education teachers in developing accommodations to the general curriculum begins with an initiation of the Core Team process. The Core Team is led by the building principal and includes the school counselor, the child's teacher(s) and other staff that are involved with the student. The school psychologist is a frequent member of the Core Team. Parents are always invited to be part of the team and are considered a key team member. The purpose of the Core Team is to analyze student academic and behavioral progress to determine ways to appropriately support the student within the general education program. If this level of intervention proves unsatisfactory, the student may be referred for multidisciplinary evaluation. In each case, for

special services and programs to be considered, the psychologist must first determine whether or not the student is eligible to receive services according to state regulations, and standards. Next, it must be determined whether or not the student's needs may be met within the general education environment. If special programs and services are required, it is the responsibility of the IEP team to determine the least restrictive placement within which the student's needs can be met. Only when it has been determined by the IEP team that appropriate accommodations, (including differentiated instruction techniques) are not sufficient to meet the educational needs of the student is the student considered for further support through special education programs and services. Special education offers a range of intervention levels that include supportive intervention within the regular class to full-time special education outside the regular school. The District offers Title I Services to all students in all elementary buildings. The District also provides paraprofessionals to support students in the regular education classroom. Special educators also co-teach with regular education teachers in English, math, science, social studies, health and computer classes.

The District provides successful research based programs including research based literacy strategies in all classrooms, flexible grouping at the elementary level to provide differentiated instruction to all students, transition programs at the secondary level, partnerships with agencies to provide additional support, on-site juvenile probation programs, school-based mental health programming, an in-school School Resource Officer, career counseling programs and school-to-work programs.

Supplemental aids and services are used prior to removing a student from the regular education classroom. The District consults with school psychologists, guidance counselors, assistive technology, autistic support personnel, occupational or physical support staff, speech/language pathologists, school nurses, and transition facilitators. The District uses collaborative, instructional, physical and socio-behavioral aids and services. These include, but are not limited to, teacher providing notes, assistive technology, peer tutoring programs, breaks from instruction, visual and graphic organizers, extended time, reduced or leveled reading selections, and word banks. Physical aids include, but are not limited to, squishy seats, large balls, cushions, stools, bean bags, room organization, air conditioned rooms, sensory stations, touch screens, movement included in the classroom, scheduled breaks, study carrels, and preferential seating. Social and behavioral support include, but are not limited to, social stories, planned breaks, role playing, visual cuing, token economy, conferences, community based learning, CPI, social lunches, behavioral contracts, and self-monitoring charts.

The District provides professional development to regular and special educators to meet the LRE targets. The District includes all special educators in programs with the regular educators. The District has provided professional development on co-teaching methods, literacy strategies, data analysis, Autistic support strategies, classroom management strategies, trauma-informed classrooms, technology integration workshops, and transition workshops. The District provides conferences and workshop opportunities hosted by the IU and PaTTAN. On-line professional development opportunities are also offered, such as Safe Schools, Speech Therapy PD, and the SAS portal.

CCSD collaborates with the IU and PaTTAN to assist with difficult to place students with several initiatives, including completing the Supplemental Aids and Services Toolkit; identifying and monitoring the effectiveness of assistive technology devices; behavioral specialist observations with

suggestions for positive behavioral interventions, strategies and supports; and developing goals and objectives that are student specific so students can receive instruction in the regular education classroom.

CCSD teachers are expected to teach students with a range of disabilities in the regular education setting. The teachers collaborate with special educators and families regarding supplemental aids and services, participate in IEP team meetings, and provide instructional strategies to meet the needs of all students.

When a student is placed into a program, the IEP team considers opportunities for the student to participate in appropriate programs, activities, and inclusionary settings as appropriate. Out of district placements are not considered until all district resources, including specialized services, evaluations, consultation provided by the Intermediate Unit have been completely exhausted. These decisions are data driven and regardless of the students placement ongoing counseling, progress monitoring, and collaboration continues regarding the appropriate educational expectations and the least restrictive environment continues to be a main focus. There are 39 students who are placed in other LRE facilities outside of the District. There are 7 students at the Barber National Institute for autistic support, 17 students at Bethesda Children's Home for emotional support, 6 students at the Crawford County Career and Technical Center for life skill support, 1 student at General McLane School District for hearing impaired, and 8 students at PENNCREST School District for multiple disabilities support.

### *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.

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities are disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Plan and Behavior Support Plan.

Two of our five elementary buildings have been trained in SWPBS (School Wide Positive Behavior Support) strategies by the IU and PaTTAN. There is one secondary building that is trained and implementing a SWPBS plan. The District has developed an in-school intervention program for secondary students developed by the Superintendent, School Psychologists, Principals and Director of Special Education and Director of Curriculum and Instruction. Functional Behavior Assessments are conducted and included within the IEP process as well as a Positive Behavior Support Plan. All District teachers and administrators have participated in classroom management training. If the student has not achieved progress in the LRE, services or programs are added to meet academic/behavior goals. This may include a more restrictive environment or out-of-district placement.

The District has partnered with agencies to provide an in-school mental health counselors to eligible students. The middle school and high school have provided Aggression Replacement Training to teachers and guidance counselors. The ART is a collaboration with juvenile probation to provide strategies to deal with anger, moral reasoning and skills. Students who are eligible participate for 30 sessions for 45 minutes per session. The program is designed to provide strategies to cope with situations positively rather than acts of aggression and violence. The District also has a in-school behavioral health service that is a partnership between the Crawford Central School District , Associates in Child Counseling and Child Guidance, and the student and their parents/guardians. The program is staffed every school day by trained mental health professionals and behavioral health workers that offer daily individual interventions and group therapy. This program is in place in three of our five elementary buildings.

All special education teachers, select regular education teachers, support staff, and administrators are provided CPI (Crisis Prevention Institute/Intervention) training annually. There are 3 certified trainers of CPI in the district. The trainers provide 6 hours of training in the first year to all special education teachers, paraprofessionals and administrators and a refresher of 3 hours annually. The District utilizes the Second Step Social Emotional Learning program in 5 elementary schools as well as the middle school.

### *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 District does not have gaps in its current program to provide FAPE for hard to place students. The District provides specifically designed alternative education programs for each student for whom a need is determined. We partner with an outside agencies including Bethesda and the Barber National Institute. Hearing impaired students are educated at a neighboring school district. The District collaborates with IU5 and PaTTAN to assist with difficult to place students.



# Assurances

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## Special Education Assurances

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

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

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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Bethesda Children's Home	Other	Emotional Support	17
Barber National Institute	Other	Autistic Support	7
General McLane School District	Neighboring School Districts	Hearing Impaired	1
Crawford County Career and Technical Center	Other	Life Skills Support	6
PENNCREST School District	Neighboring School Districts	Multiple Disabilities Support	8
Meadville Area Middle School	Other	IU classroom	6
Meadville Area High School	Other	IU classroom/Life Skills	7

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 1, 2015

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	10	0.6
Locations:				
Second District	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 12	1	0.4
Justification: Teacher works with grade levels throughout the day.				
Locations:				
Second District	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 1, 2015

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Autistic Support	13 to 15	10	1
Locations:				
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #4 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	7	0.4
Locations:				
Meadville Area Middle School	A Middle 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	12 to 14	9	0.6
Locations:				
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #5 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	6	0.5
Locations:				
Meadville Area Senior High School	A 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	15 to 18	10	0.5
Locations:				
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #6 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	49	1
Justification: Teacher works with students at various times throughout the day at one building.				
Locations:				
Cochranton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 12	16	0.8
Justification: Teacher works with students at various times throughout the day in one building.				
Locations:				
Neason Hill 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	11 to 11	1	0.2
Locations:				
Neason Hill	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	17	0.8
Locations:				
First District 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	11 to 11	1	0.2
Locations:				
First District	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: September 1, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	13	0.6
Justification: Teacher works with students at various times throughout the day in one building.				
Locations:				
Neason Hill 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	10 to 10	1	0.4
Locations:				
Neason Hill	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: September 1, 2017

Explain any unchecked boxes for facilities questions: Not applicable

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	3	0.4
Locations:				
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	15 to 15	1	0.1
Locations:				
Meadville Area Senior High School	A 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%)	Emotional Support	15 to 17	10	0.5
Locations:				
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #12 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class  
Implementation Date: September 1, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 18	8	0.8
Locations:				
Meadville Area Senior High School	A 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%)	Autistic Support	16 to 17	2	0.2
Locations:				
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #13 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class  
Implementation Date: September 1, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	6	0.5
Locations:				
Meadville Area Senior High School	A 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	16 to 18	8	0.5
Locations:				
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #15 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class  
Implementation Date: September 1, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	18	1
Locations:				
Cochranton Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #16 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	21	1
Locations:				
Cochranton Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #17 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	6	0.3
Locations:				
Meadville Area Middle School	A Middle 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	12 to 14	10	0.7
Locations:				
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #19 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	6	0.5
Locations:				
Meadville Area Senior High School	A 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	14 to 16	10	0.5
Locations:				
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #20 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	39	1
Justification: Teacher works with students at various times throughout the day in one building.				
Locations:				
Neason Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #21 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	28	1
Justification: Teacher works with students at various times throughout the day in one building.				
Locations:				
East End @ Second District Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #22 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	7	1
Justification: Teacher works with students at various times throughout the day in one building.				
Locations:				
West End Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #23 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* January 19, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Autistic Support	6 to 9	8	1
Justification: These students are receiving itinerant instruction. The teacher goes into the regular ed. classroom to support these students they are not pulled out for individual instruction.				
Locations:				
West End Elementary School	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #24 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 1, 2015

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	2	0.3
Locations:				
Meadville Area Senior High School	A 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%)	Emotional Support	14 to 18	10	0.7
Justification: Teacher works with grade levels throughout the day.				
Locations:				
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #26 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 1, 2019

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 10	6	0.9
Locations:				
West End 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
Full-Time Special Education Class	Autistic Support	6 to 7	1	0.1
Locations:				
West End	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #27 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 11	8	1
Locations:				
First District Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #30 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: September 1, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	11	0.5
Locations:				
West End 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	8 to 11	3	0.5
Locations:				
West End Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #31 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: January 19, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	13	0.75
Locations:				
West End Elementary	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 11	3	0.25
Locations:				
West End	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #33 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: September 1, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	9	0.5
Locations:				
Meadville Area Senior High School	A 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	16 to 18	2	0.5
Locations:				
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #35 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: September 1, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	18	0.8
Locations:				
Second District Elementary	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 7	1	0.2
Locations:				
Second District Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #36 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: September 1, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 13	23	1
Justification: Teacher works with students at various times throughout the day.				
Locations:				
West End	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
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**Program Position #37 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	9	0.8
Justification: Teacher works with students at various times throughout the day.				
Locations:				
Cochranton Elementary	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	8 to 9	3	0.2
Locations:				
Cochranton Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #38 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	44	1
Justification: Teacher works with students at various times throughout the day.				
Locations:				
First District Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #39 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	16	0.9
Locations:				
Cochranton Junior Senior High	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	17 to 17	1	0.1
Locations:				
Cochranton High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #40 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* February 17, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	13	0.8
Locations:				
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 12	2	0.2
Locations:				
Meadville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #41 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.7
Locations:				
Meadville Area Senior High School	A 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	14 to 15	5	0.25
Locations:				
Meadville Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 14	1	0.05
Locations:				

Meadville Senior High School	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #43 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 12	15	0.9
Justification: Itinerant instruction occurs within the general ed. classroom.				
Locations:				
Cochranton Elementary	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	10 to 13	2	0.1
Locations:				
Cochranton Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #44 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2013**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 13	4	0.3
Justification: Teacher works with students at various times throughout the day				
Locations:				
Cochranton Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 12	8	0.7
Justification: Itinerant support occurs in the general ed. classroom. Parents have signed a waiver.				
Locations:				
Cochranton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #45 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 25, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	8	1
Locations:				
West End Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #46 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 7	5	0.25
Locations:				
Second District	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	1	0.75
Locations:				
Second District	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #47 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 29, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	8	1
Locations:				
Meadville Middle School	A Middle School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Director of Special Services	All buildings	1

School Psychologist	All buildings	2
FT Paraeducator	Various buildings	27
PT Paraeducator	Various buildings	35
Secretary to Special Services	Instructional Support Center	1
Transition Coordinator	Various buildings	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Intermediate Unit	12 Hours
Occupational Therapy	Intermediate Unit	34 Hours
Hearing Impaired Support	Intermediate Unit	3 Hours



# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>Description:</p> <p>Team meetings will occur every two weeks including the principal, guidance counselor and teachers. The meetings will include professional development study groups sessions and selected professional articles and books about a specific topic. Action plans will be developed for each team.</p> <p>Indicators:</p> <p>Workshop agendas, action plans, Reading and Math proficiency levels will increase by 10% each year in the special education subgroup.</p>
<b>Person Responsible</b>	Director of Special Services, Principal
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	35
<b># of Participants Per Session</b>	5
<b>Provider</b>	Lead teachers, administrators, school psychologists
<b>Provider Type</b>	Individual
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Research based best practices will be discussed, utilized, and evaluated to determine how we can better our practice when working with students on the autism spectrum.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling</p>

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

	environment, instructional delivery and professionalism. Classroom student assessment data
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## Behavior Support

<b>Description</b>	<p>Description:</p> <p>Teams including an administrators, teachers, guidance and special needs teachers from three elementary buildings will participate in Positive Behavioral Support Workshops at the IU.</p> <p>Indicator:</p> <p>Workshop agendas, number of discipline referrals will decrease by 10% each year. PSSA Reading and Math proficiency rates will increase in the special needs subgroup by 10% each year.</p> <p>Second Step Social/Emotional Learning Curriculum will be implemented K-8.</p>
<b>Person Responsible</b>	Director of Special Services, Principals
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	10
<b>Provider</b>	Intermediate Unit
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Social/Emotional Learning Curriculum will be implemented to provide additional focus on positive behavior.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<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</p>

	community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Other educational specialists</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	District-developed behavioral intervention process
<b>Evaluation Methods</b>	<p>Student PSSA data</p> <p>Review of participant lesson plans</p> <p>Discipline reports</p>

## Paraprofessional

<b>Description</b>	<p>Description:</p> <p>All paraprofessionals will be provided 20 hours of professional development workshops including CPI, CPR/First Aid, and regulations and processes in</p>
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	<p>special education.</p> <p>Indicators:</p> <p>Workshop agendas, discipline referrals will decrease by 10% each year. Reading and math proficiency rates will increase by 10% for the special education subgroup by 10% each year.</p>
<b>Person Responsible</b>	Director of Special Services
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	30
<b>Provider</b>	Lead teachers, administrators, school psychologists and certified trainers
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Paraprofessionals will learn how to assist the teachers they work with as well as implement plans to assist the students they are helping.
<b>Research &amp; Best Practices Base</b>	These workshops will keep the Paraprofessionals up to date with their required training and assist them with highly qualified status.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Paraprofessional meetings
<b>Evaluation Methods</b>	Student PSSA data Classroom student assessment data Participant survey

## Reading

<b>Description</b>	<p>Description:</p> <p>All learning support teachers will be provided the opportunity to participate in training to utilize the core resource Wit and Wisdom (K-8) and Foundations (K-3). The teachers have also been trained to utilize the NWEA MAP Growth and MAP Reading Fluency assessments to analyze and identify student strengths and weaknesses.</p> <p>The District utilizes a K-12 Literacy Coach to provide job-embedded instructional strategies and assessment practices.</p> <p>Indicators:</p> <p>Agendas of workshops, evaluations of workshops, job-embedded professional development sessions, lesson plans, observations and evaluations.</p>
<b>Person Responsible</b>	Principals, Director of Curriculum, Director of Special Services, Literacy Integration Specialist
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	20
<b>Provider</b>	Reading Coach, or Dyslexia Certified Trainers
<b>Provider Type</b>	Individual
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Reading comprehension strategies.
<b>Research &amp; Best Practices Base</b>	Reading strategies will be included in all areas of instruction.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p>

<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<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>Review of participant lesson plans</p>

## Transition

<b>Description</b>	<p>Description:</p> <p>Teachers will participate in a workshop about transition programs and updates on regulations about transition. Teachers and transition coordinator will participate in conferences about transition.</p> <p>Indicators:</p> <p>Workshop agendas, transition documentation in IEP's, increase in graduation rate.</p>
<b>Person Responsible</b>	Director of Special Services, Transition Coordinator, Principals
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education



### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	1
<b># of Participants Per Session</b>	20
<b>Provider</b>	Transition Coordinator
<b>Provider Type</b>	Individual
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Information will be provided about the requirements of transition planning for students ages 14 and above.
<b>Research &amp; Best Practices Base</b>	Students will gain the opportunity to explore different career paths as they near graduation and begin to think about their future goals.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. IEP Documentation

# Special Education Affirmations

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

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

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*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*