

Penn Cambria SD  
**Special Education Plan Report**  
07/01/2019 - 06/30/2022

# District Profile

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## Demographics

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

## Planning Committee

Name	Role
Jeanette Black	Administrator : Special Education
Bryan Marra	Elementary School Teacher - Special Education : Special Education
Joshua Watt	High School Teacher - Special Education : Special Education
Amanda Smorto	Middle School Teacher - Regular Education : Special Education
Carrie Vinglish	Parent : Special Education
Carrie Conrad	Special Education Director/Specialist : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 302

### *Identification Method*

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

The Penn Cambria School District uses the Discrepancy Model in all grade levels to identify students with SLD. As specified in Pennsylvania Special Education Regulations (Chapter 14), the school multidisciplinary evaluation team (MDT) determines eligibility by considering and documenting both inclusionary and exclusionary criteria.

The MDT assesses the extent to which the student does not achieve adequately for their age or does not meet state-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem-solving. Multiple sources of information/data are examined to assess the student's achievement levels, including PSSA, universal screening (DIBELS), curriculum-based measurement, and standardized norm-referenced assessments.

The MDT also assesses the presence of a severe discrepancy between intellectual ability and achievement by determining whether the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, standards, or intellectual development. A severe discrepancy is generally considered to be present when the student's actual achievement (using standard scores on a norm-referenced achievement measure) is significantly below their predicted achievement (based on their assessed intellectual ability level) using co-normed assessment instruments. A severe discrepancy is generally defined by underachievement of approximately one standard deviation or more below the student's predicted achievement standard score expected for their age and intellectual ability.

The MDT also seeks to ensure that the student's instruction is appropriate and is delivered by qualified personnel. Penn Cambria has Student Support Teams in place to assist in the identification of struggling learners and attempt evidence-based interventions in regular education with progress monitoring prior to referral for special education. The intent is to increase the likelihood that the student's learning difficulties are not due to a lack of instruction.

Exclusionary criteria are then examined to determine if the student's inability to meet age or grade-level standards is not primarily the result of visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

The district is in the process of hiring a new school psychologist. The district has a goal for the new school psychologist to work toward helping Penn Cambria School District become a state approved school to utilize the Response to Intervention 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>

Penn Cambria School District's special education population is above the state average. According to the 2017-2018 Special Education Data Reporting, Penn Cambria School District's percent of Special Education is 18.1% and the State's percent of Special Education is 16.9%. Penn Cambria School District is 1.2% higher than the state with the number of students receiving special education services. When looking at our percentage numbers based on enrollment by disability there are two categories that Penn Cambria School District is more than 3% above the state and they are *Intellectual Disabilities* (PCSD 11.1% and the State 6.4%) and *Specific Learning Disabilities* (PCSD 44.8% and the State 40.9%). There are also two categories that Penn Cambria School District is more than 3% below the state and they are *Other Health Impaired* (PCSD 11.1% and the State 15.7%) and *Speech or Language Impairment* (PCSD 10.8% and the State 14.5%).

When looking at our Special Education Data Reports from school year 2013 - 2014 through 2017 - 2018 the district's overall percentage of special education students averages 0.98% higher than that of the state. Then when breaking the data down by percent of special education enrollment by disability over those same five years, the following was found: *Intellectual Disabilities* PCSD averages 3.94% above the state, *Specific Learning Disabilities* PCSD averages 3.3% above the state, and *Other Health Impairment* PCSD averages 6.18% below the state. The only identified category that is mentioned above that does not follow this same pattern of always being above or below the state is *Speech or Language Impairment*. Looking at the past five years, this disability category started out

above the state percentage and is not currently below the state percentage (SY 2013 - 2014: 3.1% above the state, SY 2014 - 2015: 4.2% above the state, SY 2015 - 2016: 0.9% above the state, SY 2016 - 2017: 2.1% below the state, and finally SY 2017 - 2018: 3.7% below the state).

So when looking at the above data, Penn Cambria is above the state in certain categories, but below in other categories. There are many reasons that contribute to our district being slightly over the state average in the total percentage of students identified with special needs. Penn Cambria School District receives a lot of transfer students each year from other districts that have already been identified as having a disability. Our district is right on the border of Blair and Cambria County; this also contributes to many students transferring into our district moving from one county to another. We have seen a steady increase in parents requesting their children be evaluated each year. And finally, many of the children that enroll in kindergarten that are coming from early intervention programs are transitioning to school age with identifications for special education services already established. The overall average for the last five years of 0.98% above the state is not considered significantly disproportionate.

### ***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?

#### ***1. How does the District meet its obligations under Section 1306 of the Public School Code as the host District at each location?***

Penn Cambria School District does not have any facilities or institutions that exist that would meet the criteria for Section 1306 of the Pennsylvania School Code, within the limits of the District.

#### ***2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?***

Penn Cambria School District follows the provisions that are set in PA Public School Code under 24 P.S. 13-1306. When a student that resides with their parents/guardians in PCSD is placed out of the district in a non-educational placement by an agency other than PCSD, Penn Cambria expects the students to be placed in a host district's regular public school. According to 1306 of the PA School Code, the host district (where the facility is located), takes on the role of LEA and are required to make sure that the students are being provided FAPE or a "free appropriate public education".

When a child with a disability has an IEP or a Service Agreement and they are not prohibited by a court order, the host district must first consider a general education placement in the host district's

public school. If the IEP team determines that the student's education should be in an alternative education setting, the host district is responsible for making sure the IEP team decision is implemented and that the student's IEP goals, objectives, and specially designed instruction is being carried through at the outside placement so the student is receiving FAPE.

The host district has a Child Find responsibility per 34 CFR 300.111. If the host district suspects that a student may be eligible for special education services or a Service Plan under 22 PA Code Chapter 15, the host district must follow through on the evaluation process and seek informed consent to initiate evaluation procedures from an adult that meets the definition of a parent in IDEA, a surrogate parent, or a court appointed person. The host district is then responsible for keeping the resident district informed of the plans for educating and seeking advice with regards to the student. The host district must also assure that the student is attending a school program within 5 business days of the student's admission to the institution per 22 PA Code 11.11 (b).

When the residential facility provides notice that the student is to be released, the host district should notify the resident district at least two weeks prior to the student's return to the resident district. The host district should help the resident district to prepare for the student's discharge and help support decisions about where to educate the student upon return to assure FAPE.

Penn Cambria School District has a financial obligation, a responsibility to cooperate in regards to transferring records (within ten business days of the host district's request), and the duty to monitor the student's progress and educational planning.

### ***3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?***

Penn Cambria School District currently does not have any problems or barriers that limit the District's ability to meet its obligations under Section 1306 of the Public School Code. If the district did come about an issue they would seek support from the Department of Education. Penn Cambria will continue to meet its obligations under Section 1306.

### ***Incarcerated Students Oversight***

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

There are currently no facilities for incarcerated students within the LEA for which the School District is responsible for ensuring FAPE. If a facility would be developed within our District, Penn Cambria would ensure that all incarcerated students are located, identified, evaluated, and when deemed eligible, offered a free appropriate public education (FAPE).

In the event the district was required to provide incarcerated student oversight, the district would collaborate with the local Intermediate Unit, IU08 to provide services and oversight.

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

### *Least Restrictive Environment*

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

***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.***

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

within the regular education curriculum to assist in the determination of the type and amount of Special Education services.

Penn Cambria School District first considers the regular education classroom and curriculum with supplementary aids and services when determining placements for students with disabilities, which include special education teacher and para-educator support. Students receive instruction and services outside the regular education classroom and/or curriculum only when student's needs are so severe that he or she is not able to make progress toward their goals and objectives in the inclusion setting or when the student is so disruptive as to significantly impair the education of themselves and/or other students in the class(es).

***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).***

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

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

The District has also applied and secured the Autism Initiative grant through PaTTAN. This grant has provided explicit ABA training to the teacher and staff members in our elementary autistic support classroom over the last four years. For the 2018 - 2019 school year the District applied for an additional Autism Initiative grant for one of our secondary life skills classes. This class is primarily made up of students with Autism. PaTTAN approved our application for this classroom, so we are in year 1 of the ABA training for our teacher and staff in this classroom. We will continue to apply to PaTTAN yearly to secure these ABA trainings for our in-district classes.

In the upcoming years, the District will be seeking support and trainings in the area of behavior support to help support our general education staff and our emotional support teachers. We will



look to our local Intermediate Unit to come on site to provide these trainings to strengthen our staffs' skills in working with students with social and emotional needs.

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

A bonus to our evolving inclusionary efforts is that any and all students within the regular classes have access to the additional teacher and para-educator support.

***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.***

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

Penn Cambria (80.5%) is above the state average (62.0%) in the category of students educated inside regular classes 80% or more. Penn Cambria (7.0%) is below the state average (9.3%) in the category of special education students inside regular class <40%. And finally in the category of special education students in other settings, Penn Cambria (5.0%) is almost equal to the state average (4.9%). Penn Cambria School District has several students that are currently placed outside of the district. The district looked at regular education as the first option to meet these students' needs. The IEP team discussed and tried multiple types of supplementary aids and services, tried different in-district special education placements, and the students were still not making appropriate progress. The IEP team determined for each of the outplaced students that special education supports and services required in the student's IEP could not be provided in the neighborhood school. As the resident district/LEA the district attends meetings regularly for the students and checks on their progress at the outside placements.

### ***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.

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

Penn Cambria School district adopted Board Policy 113.2 Behavior Supports initially on January 15, 2008. The Board Policy was last revised on March 18, 2014.

**Purpose**

The district enacts this policy to ensure that district staff use appropriate behavior support techniques and that, for each disabled or thought to be disabled student who exhibits behavior problems which interfere with the student's ability to learn, the IEP team develops a plan that provides for an appropriate program of behavior management. The purpose of this policy and its implementing guidelines is to ensure adherence by all staff to the requirements of state and federal law as they exist at the time of the adoption of this policy and its implementing guidelines and as they may from time to time be amended and interpreted by the courts and various administrative agencies.

**GENERAL POLICY AND**

**DEFINITIONS**

**General Policy**

The following principles shall govern the use of behavior supports and interventions for children with disabilities:

1. Behavior support programs and plans must be based on a functional assessment of behavior and use positive behavior techniques.
2. Positive rather than negative measures shall form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints.
3. Behavior support programs include a variety of techniques and research based practices to develop and maintain skills that will enhance an individual child's opportunity for learning and self-fulfillment.
4. The types of intervention chosen for a particular child shall be the least intrusive necessary. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary.

5. Nothing in this policy shall be construed to require the development of a separate behavior support or intervention plan when appropriate positive behavioral interventions, strategies, and supports that address the behavior can be incorporated into the body of the IEP.

6. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

### **Definitions**

As used in this policy, the following words and terms shall have the following meanings, unless the context clearly indicates otherwise:

1. **Aversive techniques**

- deliberate activities designed to establish a negative association with a specific behavior.

2. **Behavior support**

- the development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

3. **Positive behavior support plans**

- a plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcement and other positive techniques to shape the behavior of the child with disabilities, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

4. **Restraints**

- the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body, excluding the following:

- a. Briefly holding a student, without force, to calm or comfort him/her.
- b. Guiding a student to an appropriate activity.
- c. Holding a student's hand to escort him/her safely from one area to another.
- d. Hand-over-hand assistance with feeding or task completion.
- e. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
- f. Mechanical restraints governed by Section 2.4 of this policy, such as devices used for physical

or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

### **Guidelines**

#### Limitations and Requirements

*Use of Physical Restraints Other than Mechanical Restraints* - Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the child is acting in a manner as to be a clear and present danger to him/herself, to other children or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Director of Special Education or his/her designee shall notify the parent/guardian as soon as practicable of the use of restraint to control aggressive behavior of his/her child and shall convene a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

Whenever the use of restraint to control acute or episodic aggressive or self-injurious behavior can be reasonably anticipated for a particular student, the district shall make every effort to obtain prior parent/guardian consent for such use. Inclusion of such restraints in the IEP of the student, when the parents/guardians have received appropriate prior written notice of that IEP, shall constitute sufficient evidence of parent/guardian consent for purposes of this policy. In the event that the need to use restraint cannot be reasonably anticipated for a particular student, or the parents/guardians refuse to provide consent therefore, appropriately trained staff may use such restraint when the student is acting in a manner that constitutes a clear and present danger to him/herself, to other students, or to employees.

The use of restraints may only be included in a student's IEP under the following conditions:

1. The restraint is used in conjunction with specific components of positive behavior support.
2. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
3. Staff are authorized, and have received all training required, to use the specific procedure.
4. The positive behavior support plan of the student includes a plan for eliminating the use of restraint through the application of positive behavior support.
5. The use of restraints are not included in the IEP for the convenience of staff, as a substitute for an educational program, or to be employed as punishment.

*Use of Mechanical Restraints* - Mechanical restraints, which are used to control involuntary movement or lack of muscular control of children when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

*Proscription of Certain Aversive Techniques* - The following aversive techniques for handling behavior may *not* be used in educational programs of the district:

1. Corporal punishment.
2. Punishment for a manifestation of a child's disability.
3. Locked rooms, locked boxes or other locked structures or spaces from which the child cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in Section 14.143 (a) of the regulations of the State Board of Education, 22 PA Code 14.143 (a), and any successor regulation.
7. Treatment of a demeaning nature.
8. Electric shock.
9. The use of prone restraints, which are those by which a student is held face down on the floor.

#### Reporting and Monitoring

The Superintendent or his/her designee shall maintain and report data on the use of restraints in a manner prescribed by the Secretary of Education of the Commonwealth of Pennsylvania. Such report shall be readily available for review during cyclical compliance monitoring conducted by the Pennsylvania Department of Education.

#### Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal

laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's special education plan and, if applicable, the procedures, methods and techniques defined in the student's behavior support plan.

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan shall be required for students with disabilities who have positive behavior support plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or his/her designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the functional behavioral assessment and the positive behavior support plan of the student.

For a student with a disability who does not have a behavior support plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a behavior support plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.

#### Relations With Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the special education plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.

The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's special education plan and positive behavior support program.

#### Training

*Regular Program of Training* - The Superintendent or his/her designee shall provide for the regular training and retraining, as needed, of personnel in the use of specific procedures, methods and techniques that those personnel will be expected to employ in the implementation of behavior supports or interventions in accordance with the IEP of the child and this policy.

#### ***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.***

Penn Cambria School District contracts with the local intermediate unit to provide training in Non-Violent Crisis Prevention Intervention. The purpose of the program is to create and maintain an

atmosphere of care, welfare, safety, and security. The emphasis of the program is early intervention and nonphysical methods for preventing and managing disruptive behavior. All of our special education teachers, support staff, special education office personnel, and our guidance counselors maintain their yearly certification. If the early interventions and de-escalation techniques were not successful, our staff members are certified in CPI restraint training. This portion of Non-Violent Crisis Prevention Intervention is only used as a last resort if the student is in danger of hurting themselves or others.

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

Alternative Community Resources Program (ACRP) is contracted to come into the district to provide School-Based Behavioral Health Services weekly to meet with students that are in need of additional counseling above what our school guidance counselor can provide. Students are referred to this counseling service through the Student Assistance Program or by parents. Not all students are able to utilize this counseling service due to private insurance coverage.

In addition to ACRP, which is funded through family's private insurance, Penn Cambria School District was awarded a grant this school year. The district chose to utilize the monies from the grant to add additional counseling services at all grade levels through a private counseling agency, Impact Counseling. This counseling service is funded 100% through the grant, so any students that are in need of counseling can receive services during normal school hours.

***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.

***1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis method used to determine gaps in the continuum of special education supports, services and education placements options available for students with disabilities.***

The Penn Cambria School District has no student or disability category for which it is having difficulty ensuring FAPE at this time. If the school district was having difficulty ensuring FAPE for a student in a particular disability category, the IEP team would reconvene to evaluate the selected

placement. The team would analyze the educational program, benefits, and services available, to ensure that any placement decision ensures FAPE. Following determination of an appropriate placement, the IEP serves as a plan of appropriate education reasonably designed to meet the individual needs of the student and ensure FAPE. The district will utilize an interagency approach to resolve and locate educational placements and services for hard to place students with disabilities.

The school district has available through the Intermediate Unit 08, if needed, the services of an interagency coordinator who can be contacted when needed and is available to provide training and consultation as to outside services and agencies.

The LEA will identify and report to the PA Department of Education all students for whom we are experiencing difficulty providing appropriate educational services. In the event the interagency team is not able to identify an appropriate placement, program or services, and the barriers involve funding or policy issues, the Regional Interagency Coordinator will request assistance from the Bureau of Special Education and the Department of Public Welfare.

The school district collaborates with all local child servicing systems that assist in providing supports or programming for students with disabilities. Interagency and/or CASSP meetings are scheduled as needed to coordinate services. District guidance counselors collaborate with Behavioral Health and Intellectual Disabilities, Children and Youth Services and other county agencies as needed. A mental health counselor provides brief counseling and assists at all Elementary, Middle, and High Schools with referrals to outside services. Student assistance programs function within the district. Involved agencies are invited to attend IEP meetings and other meetings when appropriate.

The school district collaborates with all county child service agencies to provide supports and programming for students. These agencies are invited to attend IEP meetings and other meetings when appropriate. The Special Education Director and/or guidance counselors attend agency meetings when appropriate. Students may receive services from multiple agencies both during the school day and after hours. Student assistance programs, probation, Behavioral Health and Intellectual Disabilities, CYS, and social service agencies are examples of collaborative relationships the LEA has developed to better serve students and families within the school district. We have also been networking with our neighboring school districts to share services and programs so that programs and services can be provided locally at a reasonable expense to all involved.

***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.***

Penn Cambria School District has and continues to build strong special education programs. We at Penn Cambria, want our students to remain our students and we want them to be educated in their



home buildings that they would normally attend if they did not require supplementary aides and services. Through this district initiative, we have continued to strengthen our Life Skills programs from Kindergarten through age 21. All general education teachers and students welcome inclusion experiences for all of our students, including those with severe cognitive deficits. Over the course of our last special education plan, the district determined that it was necessary to open two additional special education classrooms at the elementary level. The two classes that PCSD opened were an autistic support classroom and an emotional support classroom. The autistic support classroom has had a very strong foundation developed through the training provided through PaTTAN over the last 4 years. The emotional support classroom at the elementary level, with the support of our guidance counselor, school psychologist, elementary principal, and special education director, is helping our young students with severe social and emotional needs develop the skills that they need to appropriately function in the general education setting. This year we have welcomed PaTTAN's autism initiative into our secondary life skills classroom to help implement a verbal behavior model into our secondary level to help bridge the services that we are currently implementing in our elementary building/classroom.

Penn Cambria School District provides itinerant and supplemental services for autistic support, learning support, emotional support, life skills support, and multiple disabilities support throughout our district. PCSD also provides itinerant speech and language support services for students in the district. Penn Cambria School District contracts with Intermediate Unit 08 for services in the areas of vision, hearing, OT, and PT. Students who require support beyond the services that are available within our district may be provided through local agencies that provide the types of supports that the students require.

***3. Discuss any expansion of the continuum of services planned during the life of this plan.***

Penn Cambria School District continues to learn about new state initiatives and will continue to try to implement them within our current special education framework.

# 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
Alternative Community Resource Program (ACRP) St. Mike's	Other	Partial Hospitalization Program	1
Appalachian Youth Services (AYS) - Day Treatment	Other	Itinerant to Supplemental Emotional Support and Learning Support	4
Merakey School Altoona	Other	Full time Autistic Support and Full time Emotional Support	5
Merakey School East Freedom	Other	Full time Autistic Support and Full time Emotional Support	1
IU08 BRIDGE - Transitional Community Based Program for 18-21	Other	Life Skills Support	4
Admiral Peary Area Vocational Technology School - PAES Lab	Other	Learning and Life Skills Job readiness skills	4
Pressley Ridge - Day School Johnstown	Other	Supplemental to Full time Emotional Support, Autistic Support, and Life Skills Support	3
Children's Home of Reading/ Centre Avenue Academy	Other	Residential Treatment Facility	1
Home Nursing Agency - Partial Hospitalization Program	Other	Partial Hospitalization Program	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* July 1, 2019

*Reason for the proposed change:* To add Life Skills support at the Primary School to decrease our age range at the Intermediate School.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	5 to 8	4	0.3
Locations:				
Penn Cambria Primary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	2	0.35
Locations:				
Penn Cambria Primary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	1	0.35
Locations:				
Penn Cambria Primary School	An Elementary School Building	A building in which General Education programs are operated		

## Program Position #2

*Operator:* School District

### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 23, 2017

*Reason for the proposed change:* The learning support teacher primarily provides inclusion support within the regular education setting. This enables the students with special needs to be exposed to both grade level materials and ability level materials through accommodations and modifications. A minor amount of students with special needs require more in-depth instruction that can be provided in the regular education setting, thus the learning support teacher must provide replacement instruction at the student's level. In addition by adding emotional support services to this roster, we will have a teacher in this building that can assist with the needs of the emotional support students at any time during the school day.

### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	3	0.5
Locations:				
Penn Cambria Primary 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	6 to 9	1	0.3
Locations:				
Penn Cambria Primary 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	Emotional Support	6 to 9	1	0.2
Locations:				
Penn Cambria Primary School	An Elementary School Building	A building in which General Education programs are operated		

## Program Position #3

*Operator:* School District

### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 21, 2018

*Reason for the proposed change:* Restructuring autistic support program due to an increase in special education numbers.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	8	0.45
Locations:				
Penn Cambria Intermediate 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	1	0.15
Locations:				
Penn Cambria Intermediate 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	Autistic Support	8 to 11	2	0.4
Locations:				
Penn Cambria Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 21, 2018

*Reason for the proposed change:* Restructuring the autistic support program, due to increase in special education numbers.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	15	0.45
Locations:				
Penn Cambria Intermediate 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	1	0.15
Locations:				
Penn Cambria Intermediate 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	Autistic Support	8 to 11	1	0.4
Locations:				

Penn Cambria Intermediate School	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 21, 2018*Reason for the proposed change:* Restructuring autistic support program, due to an increase in special education numbers.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	1	0.2
Locations:				
Penn Cambria 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	Learning Support	10 to 14	13	0.4
Locations:				
Penn Cambria 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	Autistic Support	10 to 14	1	0.4
Locations:				
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Deletion of supplemental learning support for this program position.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 14	12	0.5
Locations:				
Penn Cambria 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	Autistic Support	10 to 14	2	0.5
Locations:				
Penn Cambria Middle	A Middle School	A building in which General Education		

School	Building	programs are operated		
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**Program Position #7**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* July 1, 2019

*Reason for the proposed change:* Deletion of supplemental learning support for this program position.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	15	0.5
Locations:				
Penn Cambria 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	Autistic Support	11 to 15	2	0.5
Locations:				
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #8**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* July 1, 2019

*Reason for the proposed change:* Deletion of Autistic Support services in this program position.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	22	0.5
Locations:				
Penn Cambria 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	11 to 15	7	0.5
Locations:				
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #9**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* July 1, 2019

*Reason for the proposed change:* Deletion of Supplemental Learning support.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.6
Locations:				
Penn Cambria 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
Itinerant	Autistic Support	14 to 18	3	0.4
Locations:				
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated		

*Advisor:* Roxanne Oswald *Action:* Approved

**Program Position #10**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 21, 2018

*Reason for the proposed change:* Restructure autistic support services, due to an increase in special education students.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	13	0.5
Locations:				
Penn Cambria 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
Itinerant	Autistic Support	15 to 19	3	0.5
Locations:				
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #11**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 22, 2019

*Reason for the proposed change:* To increase a continuum of learning support services at Penn Cambria Intermediate School.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	6	0.4
Justification: Due to the students' cognitive ability, they are in need of a life skills curriculum to meet their needs in the elementary school setting.				
Locations:				



Penn Cambria Intermediate School	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	2	0.4
Locations:				
Penn Cambria Intermediate 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	Life Skills Support	8 to 11	1	0.2
Locations:				
Penn Cambria Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #12

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* July 1, 2019

*Reason for the proposed change:* Decrease age range in life skills classes and add life skills support at the middle school. This teacher will provide life skills support at the middle school in the AM while their high school students are attending the area vocational school. In the afternoon, when the teacher is at the high school instructing the students in life skills, the middle school students will be included in the general education setting for specials and certain academic classes as per their IEP.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	5	0.4
Locations:				
Penn Cambria 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%)	Life Skills Support	15 to 19	10	0.6
Locations:				
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #13

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* July 1, 2019

*Reason for the proposed change:* Delete itinerant learning support from this program position.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 16	19	0.45
Justification: The teacher sees the students on an individual or small group basis. When seen in a group they do not group students in larger than a 3 years age difference.				
Locations:				
Penn Cambria 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%)	Emotional Support	10 to 14	1	0.1
Locations:				
Penn Cambria 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	Autistic Support	12 to 15	2	0.45
Locations:				
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #14**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* April 1, 2015

*Reason for the proposed change:* Increase in learning support students at the high school.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 19	3	0.35
Locations:				
Penn Cambria 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
Itinerant	Learning Support	15 to 19	27	0.65
Locations:				
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #15**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* July 1, 2019

*Reason for the proposed change:* Add Multiple Disabilities Support to the program position.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 19	5	0.75
Locations:				
Penn Cambria 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%)	Multiple Disabilities Support	15 to 19	2	0.25
Locations:				
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #16**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 23, 2017

*Reason for the proposed change:* This position is being moved from serving students at the middle and high school to serving students at the primary, intermediate and high school. This will provide consistency with our students in the life skills and autistic support classes.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 21	32	1
Justification: The students are seen in an individual or small group setting. The students are not grouped with students that are greater than 4 years older than they are unless they are in a Life Skills Curriculum.				
Locations:				
Penn Cambria Primary, Intermediate and High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #17**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 23, 2017

*Reason for the proposed change:* Restructured the case loads in our speech and language support department to even out number of students served.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	50	1
Justification: Students are provided speech in small groups. They are only group with peers that are no more than 2 years older or younger.				

Locations:				
Penn Cambria Pre-Primary, Primary, and Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 21, 2018

*Reason for the proposed change:* The change is proposed so that the therapists/position can provide speech services to students at both the middle school and the high school.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 18	39	0.6
Justification: The students are seen in small groups or individually. The students are not group with peers that are more than 4 years older than they are.				
Locations:				
Penn Cambria Middle and High School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019

*Reason for the proposed change:* Addition of supplemental learning support and emotional support. Deletion of itinerant learning support.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	1	0.1
Locations:				
Penn Cambria 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
Itinerant	Emotional Support	14 to 21	22	0.54
Justification: The teacher provides itinerant emotional support on an individual and/or small group basis. If small groups are being utilized, the students are grouped with similar aged peers that are no more than 3 years older or younger than their current age.				
Locations:				
Penn Cambria 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 18	4	0.36

Locations:				
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 23, 2017*Reason for the proposed change:* Increase the amount of learning support services that our high school currently has.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	17 to 21	6	0.5
Locations:				
Penn Cambria 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
Itinerant	Learning Support	17 to 21	25	0.5
Locations:				
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #23***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2018*Reason for the proposed change:* Addition of Full-Time Emotional Support to this program position.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	3	0.4
Locations:				
Penn Cambria Intermediate 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	Emotional Support	8 to 11	3	0.4
Locations:				
Penn Cambria Intermediate 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	Emotional Support	8 to 11	1	0.2
Locations:				

Penn Cambria Intermediate School	A Middle School Building	A building in which General Education programs are operated		
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**Program Position #24***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2019*Reason for the proposed change:* To increase the continuum of autistic support services at the primary school.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 9	3	0.75
Locations:				
Primary 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%)	Autistic Support	6 to 9	1	0.25
Locations:				
Penn Cambria Primary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #25***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 10	3	0.06
Justification: 1:1 services are provided to students with blindness or visual impairments.				
Locations:				
Penn Cambria Pre-Primary, Primary, and Intermediate 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	10 to 14	3	0.07
Locations:				
Penn Cambria 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	Deaf and Hearing Impaired Support	15 to 18	4	0.1

Locations:				
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated		

## Special Education Support Services

Support Service	Location	Teacher FTE
Assistive Technology	District-wide	0.1
Special Education Director	District-wide	1
Transition Support Teacher	Penn Cambria Middle and High School	0.4
Paraprofessional (LSS)	Penn Cambria High School	1
Paraprofessional (LS)	Penn Cambria High School	1
Paraprofessional (LS)	Penn Cambria High School	1
Paraprofessional (LS)	Penn Cambria High School	1
Paraprofessional (PCA LS/LSS)	Penn Cambria Intermediate School	0.5
Paraprofessional (PCA, AS)	Penn Cambria Middle School	1
Paraprofessional (PCA, AS)	Penn Cambria Primary School	1
Paraprofessional (LS)	Penn Cambria Middle School	1
Paraprofessional (LS)	Penn Cambria Middle School	1
Paraprofessional (LS)	Penn Cambria Middle School	1
Paraprofessional (LS)	Penn Cambria Middle School	1
Paraprofessional (PCA LS/LSS)	Penn Cambria Middles School	0.5
Paraprofessional (PCA, AS)	Penn Cambria Intermediate School	1
Paraprofessional (LS)	Penn Cambria Intermediate School	1
Paraprofessional (LS)	Penn Cambria Intermediate School	1
Paraprofessional (LSS)	Penn Cambria Intermediate School	1
Paraprofessional (PCA/Intervener, LSS)	Penn Cambria Intermediate School	1
Paraprofessional (PCA, LSS)	Penn Cambria High School	1
Paraprofessional (AS)	Penn Cambria Primary School	1
Paraprofessional (LS)	Penn Cambria Primary School	1
Paraprofessional (LS)	Penn Cambria Primary School	1
Paraprofessional (PCA)	Penn Cambria Pre-Primary School	1
Paraprofessional (PCA, LSS)	Penn Cambria High School	1
Paraprofessional (PCA, LSS)	Penn Cambria High School	1
School Psychologist	District-wide	1
Office Coordinator/Access Coordinator	District-Wide	1
Paraprofessional (LSS)	Penn Cambria High School	1
Paraprofessional (LS)	Penn Cambria High School	1
Paraprofessional (PCA, AS/LS)	Penn Cambria High School	1
Paraprofessional (ES)	Penn Cambria Intermediate School	1

Paraprofessional (AS)	Penn Cambria Primary School	1
Paraprofessional (AS)	Penn Cambria Primary School	1
Paraprofessional (AS)	Penn Cambria Primary School	1
Paraprofessional (PCA, LSS)	Penn Cambria Intermediate School	1
Occupational Therapy	Penn Cambria School District - District Wide	0.4
Physical Therapy	Penn Cambria School District - District Wide	0.13
Social Worker	Penn Cambria School District - District Wide	0.05

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Orientation & Mobility	Intermediate Unit	30 Minutes
Interpreting for Deaf/HH	Intermediate Unit	32 Hours



# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>Penn Cambria Autistic Support Teachers will be provide the opportunity to view sessions from the National Autism Conference in State College, Pennsylvania to obtain the most current research on Autism. The Autistic Support Teachers will meet collaboratively at Penn Cambria Pre-Primary School to view the recorded sessions together to provide opportunity for communication and discussion on the sessions. The following topics will be what we focus on for autism: assessment and instruction, behavior interventions, and communication and social skills.</p> <p>Penn Cambria School District will also continue to apply for the Autism Initiative Grant through PaTTAN for hands on, direct training in our full-time/ supplemental elementary autistic support classroom and our secondary full-time/ supplemental life skills support classroom. <b>The district will evaluate the implementation of PaTTAN trainings by an increased implementation score on our site based pre and post site based review from PaTTAN each year over the course of this plan.</b></p>
<b>Person Responsible</b>	Carrie Conrad
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	10
<b>Provider</b>	Penn State University and PDE
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Information on Autism, assessment and instruction, behavior interventions, communication, social skills, ABA approaches, and the verbal behavior model provided by the Autism initiative.
<b>Research &amp; Best Practices</b>	PaTTAN in collaboration with Penn State University provides the most

<b>Base</b>	<p>current and updated research and information in the area of Autism. They bring in guest speakers to provide topics on Autism that are research based.</p> <p>PaTTAN provides training in-district to apply an ABA model which is research based to teach students with autism through specific standards with specific progress monitoring that is conducted with validity.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>Series of Workshops Live Webinar Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel Parents</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>Classroom student assessment data</p> <p>Participant survey</p> <p>Portfolio</p> <p>The district will evaluate the implementation of PaTTAN trainings by an increased implementation score on our site based pre and post site based review from PaTTAN each year over the course of this plan.</p>

## Behavior Support

<b>Description</b>	<p>Appalachia Intermediate Unit 08 provides Itinerant Autistic Support and Emotional Support meetings three times per year. During these meetings they provide training in the many behavioral needs that these two areas often encounter. Some district teachers will be trained in the following areas: positive behavior support, functional behavior assessments, deescalation techniques, and mental health support. The Autistic Support and Emotional Support teachers will then be able to provide inservice training to groups of teachers on the above topics.</p> <p>Special education teachers, guidance counselors, paraeducators, and administrative staff will participate in non-violence crisis intervention with deescalation training provide by the local intermediate unit. <b>The implementation will be evaluated by a decrease of 2% in discipline office referrals for students in special education each year over the course of the</b></p>
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	<b>plan.</b>
<b>Person Responsible</b>	Carrie Conrad
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	30
<b>Provider</b>	Intermediate Unit 08
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers, guidance counselors, paraeducators, and administrators will be trained in the following areas: positive behavior support, functional behavior assessments, mental health support, and non-violent crisis interventions.
<b>Research &amp; Best Practices Base</b>	<p>Based on students with autistic support and/or emotional support needs, their IEP's require the educational system to develop positive behavior plans, conduct functional behavior assessments, and if behaviors result in disciplinary action a manifestation determination is required. Having additional training in these areas will help support special education teachers to better support and work with students with special needs..</p> <p>Non-Violent Crisis Prevention Intervention program provides an emphasis on care, welfare, and safety. The program uses restraints only as a last resort. De-escalation is the primary focus of this program.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>

	<p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>Series of Workshops Department Focused Presentation Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) 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 Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Portfolio</p> <p>The implementation will be evaluated by a decrease of 2% in</p>

	discipline office referrals for students in special education each year over the course of the plan.
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## Paraprofessional

<b>Description</b>	The paraprofessionals at Penn Cambria School District have all received their credential of competency. They continue to maintain their minimum of 20 hours of in-service training on a yearly basis. The paraprofessionals are invited to participate in yearly teacher in-service trainings, CPR and first aid training, PSSA/ Keystone/ and PASA training, Crisis Prevention and Intervention training, along with many on-line trainings that PaTTAN offers for para educators. <b>The implementation of the trainings will be assessed by 100% of our Special Education Aides continuing to have their credential of competency.</b>
<b>Person Responsible</b>	Carrie Conrad
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	25
<b>Provider</b>	PaTTAN, IU08, and district trainers
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	To assist paraprofessional in enhancing their knowledge base regarding various aspects of special education and their assigned positions.
<b>Research &amp; Best Practices Base</b>	Trainings are all provided via PaTTAN, IU08, and district trainers and directly related to the needs of the special education paraprofessionals to meet each individual students needs.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
<b>For school or LEA administrators, and other educators seeking</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students

<b>leadership roles</b>	are aligned to each other as well as to Pennsylvania's academic standards.
<b>Training Format</b>	Series of Workshops Live Webinar
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	100% of our Special Education Aides will continue to have thier credential of competency.

## Reading

<b>Description</b>	Over the last several years at Penn Cambria School District, our middle and high school teachers and administrators went through a rigorous training in the area of literacy through a KtO grant. This grant helped the district attain training for multiple teachers to become instructional coaches in the area of literacy. These instructional coaches will continue to work with and support all teachers from kindergarten through twelfth grade in incorporating research based literacy techniques across all content areas. Penn Cambria School District expects that the continued instructional coaching and professional development sessions will lead to an increase in PSSA reading and Keystone Literature scores across the school district. <b>An increase of 1% in scores on our PSSA, PASA, and Keystone scores each year over the course of this plan.</b>
<b>Person Responsible</b>	Instructional Coaches and Administrative Team
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Gifted Education

## Professional Development Details

<b>Hours Per Session</b>	0.5
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<b># of Sessions</b>	10
<b># of Participants Per Session</b>	15
<b>Provider</b>	School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Trainings focus on reading in the content areas. Teachers will be taught strategies that are research based to use in their classrooms to help promote and increase student reading levels in all content area.
<b>Research &amp; Best Practices Base</b>	Based on the districts PSSA scores, we looked at where we needed to focus our attention to improve reading skills. Collectively the district decided to teach content area teachers research based strategies to use in their classes to help students increase their reading skills.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	Classroom teachers



	Principals / Asst. Principals New Staff Other educational specialists
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
<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. Student PSSA data Standardized student assessment data other than the PSSA Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio An increase of 1% in scores on our PSSA, PASA, and Keystone scores each year over the course of this plan.

## Transition

<b>Description</b>	The district transition coordinator will attend the Pennsylvania Transition Conference each summer, transition council meetings quarterly, and job fairs within our county. She will then, in conjunction with the Special Education Director and guidance counselors, provide inservice training to teachers and parents of students ages 14 - 21 on transition concepts such as postsecondary jobs, college, technical school, military, and independent living. The district will continue to plan and meet the transition needs of all students age 14 years and older. The district's progress will be monitored through Indicator 13 training. <b>An increase of 2% of students meeting their post secondary</b>
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	<b>outcomes each year over the course of this plan.</b>
<b>Person Responsible</b>	Carrie Conrad and Bridget Kirsch
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	1
<b>Provider</b>	PaTTAN, IU08, and district trainers
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>* Aligning accommodations and supports</li> <li>* Building knowledge, engagement, and empowerment of families and caregivers</li> <li>* Employment</li> <li>* Healthy life style, independent living, community participating, and volunteering</li> <li>* Postsecondary education and training</li> <li>* Transition and career assessment</li> </ul>
<b>Research &amp; Best Practices Base</b>	In response to the accountability requirements under the Individuals with Disabilities Education Act 2004 (IDEA) Part B State Performance Plans (SPP), the Pennsylvania Training and Technical Assistance Network (PaTTAN) and Intermediate Unit Transition Consultants will collaborate with our LEA to make sure that we are meeting all areas of students' post-secondary transition needs.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling</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>Series of Workshops</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>School counselors</p> <p>Classified Personnel</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>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Portfolio</p>

	An increase of 2% of students meeting their post secondary outcomes each year over the course of this plan.
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# 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*