

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 269
School District Total Student Enrollment 1580
Percent of Students Receiving Special Education 17

Steering Committee

Name	Position/Role	Building	Email
Carrie Conrad	Director of Special Education	Penn Cambria SD	conradca@pcam.org
Jeanette Black	Other	Penn Cambria SD	blackjl@pcam.org
William Marshall	Superintendent	Penn Cambria SD	marshaww@pcam.org
Kaitlyn Kalwanaski	Building Principal	Penn Cambria HS	kalwanke@pcam.org
Amanda Mullen	General Education Teacher	Penn Cambria Intrmd Sch	mullenal@pcam.org
Kristen Kargo	Special Education Teacher	Penn Cambria HS	kargokd@pcam.org
George Pyo	Board Member	Penn Cambria SD	pyogf@pcam.org
Chelsey McMahon	Parent	Penn Cambria Primary Sch	cesst18@hotmail.com

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
1. Increase Tier I and II interventions. Adopt Spring Math and Heggerty Phonological Phonic Awareness programs.
2. Pre-teach and remediate ELA, Math, and Science concepts to students that are struggling and need extra support and repetitions.
3. Students that are significantly struggling, provide direct instruction in the core areas that they are deficient.

Education Environments (Indicator 5)

Improvement and Planning Activity
1. Provide training in the area of Specially Designed Instruction.
2. Provide training on adaptations verse modifications and what is appropriate for each individual student.
3. Consider additional programming for students that are struggling in large group settings. Consider adding supplemental services for students to participate within the district instead of attending an out of district placement.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring
District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)
Penn Cambria School District follows the provisions that are set in PA Public School Code under 24 P.S. 13-1306. When a student that resides with their parents/guardians in PCSD is placed out of the district in a non-educational placement by and agency other than PCSD, Penn Cambria expects the student to be placed in a host district's regular public school. According to 1306 of the PA School Code, the host district (where the facility is located), takes on the role of LEA and are required to make sure that the students are being provided FAPE or "free appropriate public education." When a child with a disability has an IEP or a Service Agreement and they are not prohibited by a court order, the host district must first consider a general education placement in the host district's public school. If the IEP team determines that the student's education should be in an alternative education setting, the host district is responsible for making sure the IEP team decision is implemented and that the student's IEP goals, objectives, and specially designed instruction 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 22PA Code Chapter 15, the host district must follow through on the evaluation process and seek informed consent to initiate evaluation procedures from an adult that meets the definition of a parent in IDEA, surrogate parent, or a court appointed person. The host district is them responsible for keeping the resident district informed of the plans for educating and seeking advice with regards to the student. The host district must also assure that the student is attending a school program within 5 business days of the student's admission to the institution per 22 PA Code 11.11 (b). When the residential facility provides notice that the student is to be released, the host district should notify the resident district at least two weeks prior to the students return to the resident district. The host district should help the resident district to prepare for the student's discharge and help support decisions about where to educate the student upon return to assure FAPE. Penn Cambria School District has a financial obligation, a responsibility to cooperate in regards to transferring records (within ten business days of the host district's request), and the duty to monitor the student's progress and educational planning.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
Penn Cambria School District Acknowledges students via the PDE-4605 form. PCSD assures that the educating district has the students most recent re-evaluation report, Individual Education Plan, and Notice of Recommended Educational Placement. Once student is discharged from the facility, Penn Cambria School District communicates with the school and family to make sure student placement is monitored and services are continued when student returns to home LEA.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

Reviewing the Indicator 5: Educational Environments, over the last five years, Penn Cambria School District has met the designated area of Special Education inside the regular education setting 80% or more. Reviewing the next category of Special Education inside regular class less than 40%, Penn Cambria has met the SPP/APR Target four out of the last five years. The one year that PCSD did not meet the SPP/APR Target the District exceeded the target by 0.5%, however the District was 0.8% below the State average. Finally, under Indicator 5, Penn Cambria met Special Education in other settings four out of the last five year. In the 2018 - 2019 school year, the District was 0.4% above the SPP/APR Target and 0.1% above the State average. Penn Cambria School District continues to work every year to make sure that IEP teams are recommending the least restrictive environment in which the students can make meaningful progress.

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

Penn Cambria School District utilizes the following academic supports to support students in need of accommodations in their learning environment: Student Support Team (SST) district wide, Multi-Tiered System of Support (MTSS) will be put in place during the 2022-2023 school year grades K through 4, benchmark and progress monitoring assessments, various interventions based on need by student data, and after school and summer school programming. To support the students' social/emotional needs, Penn Cambria School District has implemented and utilizes the following programs and supports: Second Step - grades K through 8, Student Risk Screening Scale - district wide, Student Assistance Program (SAP) district wide, collaboration with Cambria County Drug and Alcohol, Children and Youth Services, and Crisis Team.

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

Penn Cambria School District first considers the regular education classroom and curriculum with supplementary aids and services when determining placements for students with disabilities, which includes special education teacher and para-educator support in the general education classroom setting. Students receive instruction and services outside the regular education classroom and /or curriculum only when student's needs are so severe that he or she is not able to make progress toward their goals and objectives in the inclusion setting or when the student is so disruptive as to significantly impair the education of themselves and /or other students in the class(es). Many students with more significant needs continue to be included with their peers in the general education setting for homeroom, lunch, recess, assemblies, field trips, and special classes that include but are not limited to physical education, music, and art. Penn Cambria School District collaborates in planning trainings for inclusion needs for both special education and general education teachers by utilizing Intermediate Unit 8, PaTTAN, and in-house educational and/ or behavioral specialists. Collaborative, instructional, social-behavioral and/or physical aids and services are considered in planning for inclusion. District leadership supports the provisions of supplementary aids and services in the regular education classroom through coordinating staff schedules and responsibilities; provision of professional opportunities for teachers, paraprofessionals, related service providers and others; providing opportunities for problem-solving and planning, coaching, and mentoring; and developing positive relationships with families. New initiatives, programs and materials are evaluated according to the principals of universal design for learning prior to implementation within the district. To keep our veteran teaching staff and new teaching staff as well as para-educators, abreast of the various co-teaching techniques onsite training has been provided in-district from trained trainers. Moving forward, the district is aware that we are able to have the local Intermediate Unit come onsite to provide continued co-teaching trainings. The District will continue to seek and provide support and trainings in the areas of behavioral support and social /emotional learning to help support our general education staff and our emotional support teachers. We will look for

- options on who to provide these trainings to our staff; this could include the Intermediate Unit 8 and/or in-house trainers. Additionally, all of the para-educators will continue to complete 20 hours of training in the upcoming years. They will focus their trainings in the areas that they are assigned to maximize their skills and inclusionary practices.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Penn Cambria School District provides supplementary aids and services to ensure meaningful participation of students with disabilities in extracurricular activities. All students are encouraged to participate in extracurricular activities at Penn Cambria despite their ability level. All students have the opportunity to participate in sport, assist with management of teams, attend dances, participate in chorus and/or band, plays or musicals, assist with stage crew, and participate in our Unified Bocce Ball team. Any student with special needs that would require an aide, a support staff person, or training for the coaches or leaders of the activity to participate in any of the above activities would be provided by the School District. The IEP team would work together to determine if students had needs and what supplementary aids and services would be required to fully participate.
 5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
Penn Cambria School District has several students that are currently placed outside of the district to provide them an appropriate academic, behavioral, and social/emotional education. The District looked at regular education as the first option to meet these students' needs. The IEP Team discussed and tried multiple types of supplementary aids and services, tried different in-district special education placements, and the students were still not making appropriate progress. The IEP team determined for each of the outplaced students that special education supports and services required in the student's IEP could not be provided in the neighborhood school. As the resident district/LEA the District attends meetings regularly for the students and checks on their progress at the outside placements. The students that are placed in outside placements are permitted to participate with their non-disabled peers in an after school activity that they would be interested in doing, such as sports, musicals, dances, etc.
 6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)
Penn Cambria School District needs to build capacity and expand programming and services in the area of Emotional Support services. This could be done in multiple ways; the district could consider adopting the Positive Behavioral Interventions Support (PBIS) model for district wide implementation to support social/ emotional functioning on an individual, small group or whole group basis. The PBIS model could help decrease the number of students referred for special education evaluations in the area of Emotional Disturbance. This District could also consider implementing a full-time emotional support classroom at the secondary level.

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Pressley Ridge Day School Johnstown	Licensed Private Academic		Pressley Ridge	Autistic Support	3
Soaring Heights School - Altoona	Licensed Private Academic		Pyramid Healthcare, Inc.	Autistic Support	1
Merakey Autism and Education Center Altoona	Licensed Private Academic		Merakey	Autistic Support	1
Merakey Education Center East Freedom	Licensed Private Academic		Merakey	Emotional Support	1
Pressley Ridge Day School Johnstown	Licensed Private Academic		Pressley Ridge	Emotional Support	3
Extended Family Programs	Other	Day Treatment Facility	Extended Family Programs, Inc.	Emotional Support	0
Appalachian Youth Services	Other	Day Treatment Program	Appalachian Youth Services	Emotional Support	2
BRIDGE Program	Other	18 - 21 Transition Program	Intermediate Unit 08	Life Skills Support	2
Admiral Peary Area Vocational Technology School - PAES Lab	Other	High School Vocational Technology School	Admiral Peary Area Vocational Technology School	Life Skills Support	2
Alternative Community Resource Program (ACRP) St. Mike's	Other	Partial Hospitalization Program	ACRP	Emotional Support	0
Children's Behavioral Health	Other	Partial Hospitalization Program	Children's Behavioral Health	Emotional Support	0

Positive Behavior Support

Date of Approval

2020-05-19

Uploaded Files

113.2 Behavior Support_06092022150600.pdf

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

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

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

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

3. Describe the district positive school wide support programs.

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

4. Describe the district school-based behavior health services.
Alternative Community Resources (ACRP) and Impact Counseling Services are contracted to come into the district to provide School-Based Behavioral Health Services weekly. They meet with students that are in need of additional counseling above what our school guidance counselors can provide. Students are referred to these counseling services through the Student Assistance Program or by parents/guardians. Not all students are eligible to receive counseling through ACRP due to private insurance coverage. Impact Counseling Services is a private counseling service that the District contracts with and utilizes monies from a grant so that students that do not qualify for ACRP can obtain school-based counseling free of charge regardless of their insurance coverage. Additionally, Penn Cambria School District hired a school social worker, that is grant funded, to assist with individual and group counseling. Students and families with more chronic mental health concerns and needs for resources both in and out of school are supported by our school social worker.
5. Describe the district restraint procedure.
Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the child is acting in a manner as to be a clear and present danger to him/herself, to other children or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The district has a responsibility to train personnel for the use of specific procedures, methods and techniques in the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures. The Director of Special Education or his/her designee shall notify the parent/ guardian as soon as practicable of the use of restraints to control aggressive behavior of his/ her child and shall convene a meeting of the IEP team within ten school days of the inappropriate behavior causing the use of restraints, unless the parent/ guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a fictional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. Whenever the use of restraints to control acute or episodic aggressive or self-injurious behavior can be reasonably anticipated for a particular student, the District shall make every effort to obtain prior parent/ guardian consent for such use. Inclusion of such restraints in the IEP of the student, when the parent/ guardians have received appropriate prior written notice of the IEP, shall constitute sufficient evidence of parents/ guardian consent for purposes of this policy. In the event that the need to use restraints cannot be reasonably anticipated for a particular student, or the parents/ guardians refuse to provide consent therefore, appropriately trained staff may use such restraints when the student is 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 restraints through the application of positive behavior support. 5. The use of restraints are not included in the IEP for the convenience of staff, as a substitute for an education program, or to be employed as punishment.

Intensive Interagency

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

Penn Cambria School District does not have any student who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement. Penn Cambria School District does collaborate with outside agencies such as Cambria County Children and Youth, Behavioral Health and Intellectual Disabilities, CASSP, Crisis, and Drug and Alcohol, along with additional agencies that parents/ guardians and/ or courts have contracted with to provide services for our students. Penn Cambria School District does have a variety of special education supports in district as well as agency placements outside of the district to utilize for students with special needs to ensure the provision of FAPE.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hearing Support	Multiple	Part-time (0.5)	06/13/2022 01:40 PM

Building Name			
Penn Cambria Primary Sch			
Support Type			
Deaf And Hearing Impaired Support			
Support Sub-Type			
Deaf And Hearing Impaired Support			
Level of Support			Case Load
Itinerant (20% or Less)			2
Identify Classroom	Classroom Location	Age Range	
Intermediate Unit	Elementary	6 to 8	
Age Range Justification			FTE %
			0.04

Building Name			
Penn Cambria Intrmd Sch			
Support Type			
Deaf And Hearing Impaired Support			
Support Sub-Type			
Deaf And Hearing Impaired Support			
Level of Support			Case Load
Itinerant (20% or Less)			2
Identify Classroom	Classroom Location	Age Range	
Intermediate Unit	Elementary	8 to 9	
Age Range Justification			FTE %
			0.04

Building Name	
Penn Cambria MS	

Support Type			
Deaf And Hearing Impaired Support			
Support Sub-Type			
Deaf And Hearing Impaired Support			
Level of Support			Case Load
Itinerant (20% or Less)			1
Identify Classroom	Classroom Location		Age Range
Intermediate Unit	Elementary		10 to 11
Age Range Justification			FTE %
			0.02

Building Name			
Penn Cambria HS			
Support Type			
Deaf And Hearing Impaired Support			
Support Sub-Type			
Deaf And Hearing Impaired Support			
Level of Support			Case Load
Itinerant (20% or Less)			1
Identify Classroom	Classroom Location		Age Range
Intermediate Unit	Secondary		11 to 12
Age Range Justification			FTE %
			0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Vision Support	Secondary	Part-time (0.5)	06/14/2022 12:34 PM

Building Name	
Penn Cambria HS	
Support Type	
Blind And Visually Impaired Support	

Support Sub-Type			
Blind And Visually Impaired Support			
Level of Support			Case Load
Itinerant (20% or Less)			1
Identify Classroom	Classroom Location	Age Range	
Intermediate Unit	Secondary	11 to 12	
Age Range Justification			FTE %
			0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
El Ed AS	Elementary	Full-time (1.0)	06/14/2022 12:35 PM

Building Name			
Penn Cambria Primary Sch			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			
Full-Time (80% or More)			
Identify Classroom		Classroom Location	
School District		Elementary	
Age Range Justification			
ABA Classroom specialized for students' needs. Instruction is based on individual plans for each student.			
			Case Load
			4
			Age Range
			5 to 11
			FTE %
			0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS/AS Speech and Language and HS Speech and Language	Multiple	Full-time (1.0)	06/13/2022 01:23 PM

Building Name			
Penn Cambria Primary Sch			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			4
Identify Classroom		Classroom Location	Age Range
School District		Elementary	5 to 12
Age Range Justification			FTE %
Specialized ABA classroom students work one to one and in small group setting.			0.06

Building Name			
Penn Cambria Intrmd Sch			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			4
Identify Classroom		Classroom Location	Age Range
School District		Elementary	6 to 11
Age Range Justification			FTE %
Life Skills classroom for Speech and Language Support. Students are provided speech and language support on an individual basis or in small groups not exceeding a 3 year age difference.			0.06

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

Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			15
Identify Classroom		Classroom Location	Age Range
School District		Secondary	12 to 20
Age Range Justification			FTE %
Life Skills classroom for Speech and Language Support. Students are provided speech and language support on an individual basis or in small groups not exceeding a 3 year age difference.			0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K and Grades 5 to 8 Speech and Language	Multiple	Part-time (0.5)	06/13/2022 01:24 PM

Building Name			
Penn Cambria Pre-Primary			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			8
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	5 to 7	
Age Range Justification			FTE %
			0.12

Building Name	
Penn Cambria MS	
Support Type	
Speech And Language Support	

Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			19
Identify Classroom		Classroom Location	Age Range
School District		Multiple	10 to 15
Age Range Justification			FTE %
Students are provided speech and language support in small groups or individually. They are only grouped with peers that are within a 2 year age span.			0.29

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 1 to 4 Speech and Language	Elementary	Full-time (1.0)	06/13/2022 01:07 PM

Building Name			
Penn Cambria Primary Sch			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support		Case Load	
Itinerant (20% or Less)		23	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	6 to 9	
Age Range Justification		FTE %	
		0.35	

Building Name			
Penn Cambria Intrmd Sch			
Support Type			
Speech And Language Support			

Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			14
Identify Classroom	Classroom Location		Age Range
School District	Elementary		8 to 10
Age Range Justification			FTE %
			0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS/ MDS HS	Secondary	Full-time (1.0)	06/13/2022 12:46 PM

Building Name			
Penn Cambria HS			
Support Type			
Life Skills Support			
Support Sub-Type			
Life Skills Support (Grades 7-12)			
Level of Support			Case Load
Full-Time (80% or More)			3
Identify Classroom	Classroom Location		Age Range
School District	Secondary		12 to 20
Age Range Justification			FTE %
The students are educated in an individual or small group setting with a Life Skills Curriculum. They are taught with based on their very specific goals and objectives in their IEP in a very individualized setting.			0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LSS	Secondary	Full-time (1.0)	06/22/2022 10:18 AM

Building Name			
Penn Cambria HS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			3
Identify Classroom	Classroom Location		Age Range
School District	Secondary		14 to 16
Age Range Justification			FTE %
			0.15

Building Name			
Penn Cambria HS			
Support Type			
Life Skills Support			
Support Sub-Type			
Life Skills Support (Grades 7-12)			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			8
Identify Classroom	Classroom Location		Age Range
School District	Secondary		14 to 18
Age Range Justification			FTE %
			0.4

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

Emotional Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			4
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	15 to 19	
Age Range Justification			FTE %
			0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LSS	Multiple	Full-time (1.0)	06/22/2022 10:15 AM

Building Name			
Penn Cambria MS			
Support Type			
Life Skills Support			
Support Sub-Type			
Life Skills Support (Grades K-6)			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			6
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	9 to 12	
Age Range Justification			FTE %
			0.3

Building Name			
Penn Cambria MS			
Support Type			
Life Skills Support			
Support Sub-Type			
Life Skills Support (Grades 7-12)			
Level of Support			Case Load

Supplemental (Less Than 80% but More Than 20%)			5
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	11 to 14	
Age Range Justification			FTE %
			0.25

Building Name		
Penn Cambria MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		
Itinerant (20% or Less)		
Identify Classroom		Classroom Location
School District		Multiple
Age Range Justification		
Autistic Support services will be provided individually or in small group sessions. Students will be grouped with similar aged peers not to exceed a three year age difference.		
Case Load		3
Age Range		10 to 14
FTE %		0.25

Building Name		
Penn Cambria MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		
Supplemental (Less Than 80% but More Than 20%)		
Identify Classroom		Classroom Location
School District		Multiple
Age Range Justification		
Case Load		3
Age Range		10 to 14
FTE %		

Emotional Support services will be provided individually or in a small group session. Students will be grouped with similar age peers while be instructed in a specialized curriculum.		0.15
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS EI ED	Elementary	Full-time (1.0)	06/22/2022 10:08 AM

Building Name			
Penn Cambria Intrmd Sch			
Support Type			
Life Skills Support			
Support Sub-Type			
Life Skills Support (Grades K-6)			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			5
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	8 to 10	
Age Range Justification			FTE %
			0.25

Building Name			
Penn Cambria Intrmd Sch			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			2
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	7 to 10	
Age Range Justification			FTE %
			0.1

Building Name		
Penn Cambria Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		
Supplemental (Less Than 80% but More Than 20%)		
Identify Classroom	Classroom Location	Case Load
School District	Elementary	3
Age Range Justification		Age Range
Age range is beyond three years do to the specialized instruction for emotional needs and the small group setting. Students will be grouped for instruction with peers within two years of their current age.		5 to 10
		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS ES	Secondary	Full-time (1.0)	06/22/2022 10:05 AM

Building Name		
Penn Cambria HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support	Case Load	
Itinerant (20% or Less)	25	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %

	0.5
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Building Name			
Penn Cambria HS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			16
Identify Classroom		Classroom Location	Age Range
School District		Secondary	14 to 18
Age Range Justification			FTE %
			0.32

Building Name			
Penn Cambria HS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			2
Identify Classroom		Classroom Location	Age Range
School District		Secondary	14 to 18
Age Range Justification			FTE %
			0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 12	Secondary	Full-time (1.0)	06/13/2022 10:54 AM

Building Name			
Penn Cambria HS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			16
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	16 to 19	
Age Range Justification			FTE %
			0.32

Building Name			
Penn Cambria HS			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			3
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	16 to 19	
Age Range Justification			FTE %
			0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 10	Secondary	Full-time (1.0)	06/13/2022 10:42 AM

Building Name	
Penn Cambria HS	

Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support		Case Load	
Itinerant (20% or Less)		16	
Identify Classroom		Classroom Location	Age Range
School District	Secondary		14 to 17
Age Range Justification			FTE %
			0.32

Building Name			
Penn Cambria HS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			1
Identify Classroom	Classroom Location		Age Range
School District	Secondary		15 to 16
Age Range Justification			FTE %
			0.05

Building Name			
Penn Cambria HS			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			5
Identify Classroom	Classroom Location		Age Range
School District	Secondary		15 to 16
Age Range Justification			FTE %

	0.42
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 9	Secondary	Full-time (1.0)	06/13/2022 10:47 AM

Building Name			
Penn Cambria HS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support		Case Load	
Itinerant (20% or Less)		16	
Identify Classroom		Classroom Location	
School District		Secondary	
Age Range Justification		Age Range	
		13 to 16	
		FTE %	
		0.32	

Building Name			
Penn Cambria HS			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support		Case Load	
Itinerant (20% or Less)		3	
Identify Classroom		Classroom Location	
School District		Secondary	
Age Range Justification		Age Range	
		13 to 16	
		FTE %	
		0.25	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 8	Secondary	Full-time (1.0)	06/22/2022 10:27 AM

Building Name			
Penn Cambria MS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			10
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	12 to 15	
Age Range Justification			FTE %
			0.2

Building Name			
Penn Cambria MS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			3
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	12 to 15	
Age Range Justification			FTE %
			0.15

Building Name			
Penn Cambria MS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Itinerant (20% or Less)			2
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	12 to 15	
Age Range Justification			FTE %
			0.04

Building Name			
Penn Cambria MS			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			1
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	12 to 15	
Age Range Justification			FTE %
			0.08

Building Name			
Penn Cambria MS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			2
Identify Classroom	Classroom Location	Age Range	

School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 7	Secondary	Full-time (1.0)	06/13/2022 09:30 AM

Building Name	
Penn Cambria MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	19
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	Age Range
	11 to 13
	FTE %
	0.38

Building Name	
Penn Cambria MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	3
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	Age Range
	11 to 13
	FTE %

	0.15
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Building Name			
Penn Cambria MS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Itinerant (20% or Less)			1
Identify Classroom		Classroom Location	Age Range
School District	Secondary		11 to 13
Age Range Justification			FTE %
			0.02

Building Name			
Penn Cambria MS			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			2
Identify Classroom		Classroom Location	Age Range
School District	Secondary		11 to 13
Age Range Justification			FTE %
			0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 6	Elementary	Full-time (1.0)	06/22/2022 10:40 AM

Building Name			
Penn Cambria MS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			15
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	10 to 13	
Age Range Justification			FTE %
			0.3

Building Name			
Penn Cambria MS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			1
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	10 to 13	
Age Range Justification			FTE %
			0.05

Building Name			
Penn Cambria MS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Itinerant (20% or Less)			1
Identify Classroom	Classroom Location	Age Range	

School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.02

Building Name		
Penn Cambria MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.17

Building Name		
Penn Cambria MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 5	Elementary	Full-time (1.0)	06/13/2022 09:17 AM

Building Name			
Penn Cambria MS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			13
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	9 to 12	
Age Range Justification			FTE %
			0.26

Building Name			
Penn Cambria MS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Itinerant (20% or Less)			1
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	9 to 12	
Age Range Justification			FTE %
			0.02

Building Name			
Penn Cambria MS			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.08

Building Name			
Penn Cambria MS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			2
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	9 to 12	
Age Range Justification			FTE %
			0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 4	Elementary	Full-time (1.0)	06/13/2022 09:31 AM

Building Name			
Penn Cambria Intrmd Sch			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			10
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	8 to 11	

Age Range Justification	FTE %
	0.2

Building Name		
Penn Cambria Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.02

Building Name		
Penn Cambria Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 3	Elementary	Full-time (1.0)	06/22/2022 10:02 AM

Building Name			
Penn Cambria Intrmd Sch			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			10
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	7 to 10	
Age Range Justification			FTE %
			0.2

Building Name			
Penn Cambria Intrmd Sch			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Itinerant (20% or Less)			2
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	7 to 10	
Age Range Justification			FTE %
			0.04

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

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.17

Building Name		
Penn Cambria Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 2	Elementary	Full-time (1.0)	06/22/2022 09:59 AM

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

Age Range Justification	FTE %
	0.08

Building Name			
Penn Cambria Primary Sch			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			5
Identify Classroom		Classroom Location	Age Range
School District		Elementary	6 to 9
Age Range Justification			FTE %
			0.25

Building Name			
Penn Cambria Primary Sch			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Itinerant (20% or Less)			1
Identify Classroom		Classroom Location	Age Range
School District		Elementary	7 to 8
Age Range Justification			FTE %
			0.02

Building Name			
Penn Cambria Primary Sch			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			

Level of Support			Case Load
Itinerant (20% or Less)			1
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	6 to 9	
Age Range Justification			FTE %
			0.08

Building Name			
Penn Cambria Primary Sch			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			1
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	6 to 9	
Age Range Justification			FTE %
			0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Grade 1	Elementary	Full-time (1.0)	06/22/2022 10:38 AM

Building Name			
Penn Cambria Primary Sch			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			7

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.14

Building Name		
Penn Cambria Primary Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom		Classroom Location
School District	Elementary	Age Range
Age Range Justification		FTE %
		0.1

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

Building Name		
Penn Cambria Primary Sch		
Support Type		
Learning Support		

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K and 11 HS	Multiple	Full-time (1.0)	06/22/2022 10:40 AM

Building Name			
Penn Cambria Pre-Primary			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			2
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	5 to 6	
Age Range Justification			FTE %
			0.04

Building Name			
Penn Cambria Pre-Primary			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			

Level of Support			Case Load
Itinerant (20% or Less)			2
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	5 to 6	
Age Range Justification			FTE %
			0.04

Building Name			
Penn Cambria Pre-Primary			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			2
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	5 to 6	
Age Range Justification			FTE %
			0.17

Building Name			
Penn Cambria HS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			15
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	15 to 18	
Age Range Justification			FTE %
			0.3

Building Name	
Penn Cambria HS	

Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			1
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	16 to 17	
Age Range Justification			FTE %
			0.08

Special Education Facilities

Building Name		Room #
Penn Cambria Pre-Primary		212
School Building		
Elementary		
Classroom Measurements		Classroom Area Measurement
14 feet, 10 inches x 30 feet, 5 inches		451sqft
Implementation Date		
2022-06-13		
Uploaded Files		
PCPP_06132022133725.pdf		

1Assurance Check

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

Building Name		Room #
Penn Cambria Pre-Primary		215
School Building		
Elementary		
Classroom Measurements		Classroom Area Measurement
16 feet, 3 inches x 11 feet, 4 inches		184sqft
Implementation Date		
2022-06-13		
Uploaded Files		
PCPP_06132022133725.pdf		

2 Assurance Check

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

Building Name		Room #
Penn Cambria Primary Sch		108
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2022-06-13		
Uploaded Files		
PCP_06132022133800.pdf		

3 Assurance Check

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

Building Name		Room #	
Penn Cambria Primary Sch		101 A	
School Building		Building Description	
Elementary		A building in which general education programs are operated	
Classroom Measurements		Classroom Area Measurement	Max # of students in classroom
15 feet, 10 inches x 10 feet, 11 inches		172sqft	6
Implementation Date			
2022-06-13			
Uploaded Files			
PCP_06132022133800.pdf			

4Assurance Check

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

Building Name		Room #	
Penn Cambria Primary Sch		203	
School Building		Building Description	
Elementary		A building in which general education programs are operated	
Classroom Measurements		Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 12 feet, 0 inches		396sqft	14
Implementation Date			
2022-06-13			
Uploaded Files			

5 Assurance Check

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

Building Name	Room #	
Penn Cambria Primary Sch	307	
School Building	Building Description	
Elementary	A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 14 feet, 7 inches	452sqft	16
Implementation Date		
2022-06-13		
Uploaded Files		
PCP_06132022133800.pdf		

6 Assurance Check

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

Building Name		Room #
Penn Cambria Intrmd Sch		B 104
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 10 feet, 0 inches	200sqft	7
Implementation Date		
2022-06-13		
Uploaded Files		
PCI_06132022133828.pdf		

7 Assurance Check

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

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

8 Assurance Check

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

Building Name		Room #
Penn Cambria Intrmd Sch		B 128
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 24 feet, 0 inches	600sqft	21
Implementation Date		
2022-06-13		
Uploaded Files		
PCI_06132022133828.pdf		

9 Assurance Check

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

Building Name		Room #
Penn Cambria Intrmd Sch		B 113
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2022-06-13		
Uploaded Files		
PCI_06132022133828.pdf		

10 Assurance Check

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

Building Name		Room #
Penn Cambria MS		A 142
School Building		
Middle		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 7 inches x 29 feet, 8 inches	818sqft	29
Implementation Date		
2022-06-13		
Uploaded Files		

11 Assurance Check

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

Building Name		Room #
Penn Cambria MS		A 107
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
Implementation Date		
2022-06-13		
Uploaded Files		
PCM_06132022133900.pdf		

12 Assurance Check

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

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

13Assurance Check

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

Building Name	Room #	
Penn Cambria MS	A 225	
School Building	Building Description	
Middle	A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 9 inches x 28 feet, 0 inches	777sqft	27
Implementation Date		
2022-06-13		
Uploaded Files		

PCM_06132022133900.pdf

14Assurance Check

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

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

15Assurance Check

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

Building Name	Room #	
Penn Cambria MS	C 103	
School Building	Building Description	
Middle	A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 4 inches x 24 feet, 8 inches	772sqft	27
Implementation Date		
2022-06-13		
Uploaded Files		
PCM_06132022133900.pdf		

16 Assurance Check

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

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

17Assurance Check

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

Building Name	Room #	
Penn Cambria HS	138	
School Building	Building Description	
Senior High	A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 feet, 8 inches	620sqft	22
Implementation Date		
2022-06-13		
Uploaded Files		
PCH_06132022133956.pdf		

18Assurance Check

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

Building Name		Room #
Penn Cambria HS		136
School Building		
Senior High		
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 3 inches x 20 feet, 8 inches	459sqft	16
Implementation Date		
2022-06-13		
Uploaded Files		
PCH_06132022133956.pdf		

19Assurance Check

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

Building Name		Room #
Penn Cambria HS		135
School Building		
Senior High		
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 6 inches x 18 feet, 2 inches	263sqft	9
Implementation Date		
2022-06-13		
Uploaded Files		

20Assurance Check

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

Building Name	Room #	
Penn Cambria HS	100	
School Building	Building Description	
Senior High	A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 25 feet, 0 inches	625sqft	22
Implementation Date		
2022-06-13		
Uploaded Files		
PCH_06132022133956.pdf		

21Assurance Check

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

Building Name	Room #	
Penn Cambria HS	219	
School Building	Building Description	
Senior High	A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 feet, 8 inches	620sqft	22
Implementation Date		
2022-06-13		
Uploaded Files		
PCH_06132022133956.pdf		

22Assurance Check

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

Building Name	Room #	
Penn Cambria HS	213	
School Building	Building Description	
Senior High	A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 11 feet, 11 inches	274sqft	9
Implementation Date		
2022-06-13		
Uploaded Files		

23Assurance Check

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

Special Education Support Services

24Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	3	Secondary	District
Other	1	Secondary	Contractor
Other	1	Secondary	Contractor
Paraprofessionals	14	Elementary	District
Paraprofessionals	14	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Penn Cambria School District will continue to apply for the Autism Initiative Grant through PaTTAN for hands on, direct training in our full-time elementary autistic support classroom.			
Lead Person/Position	Year of Training		
PaTTAN Autism Support Trainers and PCSD Autism Classroom Coach	2022 - 2025		
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District Intermediate Unit PaTTAN	Building Administrators Paraprofessionals Special Education Teachers

Description of Training			
Penn Cambria School District will continue to apply for the Autism Initiative Grant through PaTTAN for hands on, direct training in our full-time secondary autistic support/ MDS classroom.			
Lead Person/Position	Year of Training		
PaTTAN Autism Support Trainers and PCSD Autism Classroom Coach	2024 - 2025		
Hours Per Training	Number of Sessions	Provider	Audience
3	9	District PaTTAN Other	Parents Paraprofessionals Other

Positive Behavior Support

Description of Training			
CPI - Non-violent Crisis Intervention: Special education teachers, guidance counselors, paraeducators, social worker, and administrative staff will participate in CPI non-violence crisis intervention with de-escalation training.			
Lead Person/Position	Year of Training		
Special Education Director and Intermediate Unit 08	2022 - 2025		
Hours Per Training	Number of Sessions	Provider	Audience

3	3	Intermediate Unit	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers Other
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Description of Training			
Positive Behavior Support and MTSS training to refresh all elementary teachers on how to develop, implement, and collect data on a Positive Behavior Support Plan.			
Lead Person/Position	Year of Training		
Elementary Principal, School Psychologist, Special Education Director	2022 - 2023		
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Building Administrators General Education Teachers Special Education Teachers

Paraprofessional

Description of Training			
Paraprofessionals at Penn Cambria School District have all received their credentials of competency. They continue to maintain their minimum of 20 hours of in-service training on a yearly basis. The paraprofessionals are invited to participate in yearly teacher in-service trainings, CPR and first aid training, PSSA/Keystone/ PASA training, CPI Non-violent crisis prevention training, along with many other on-line trainings provided by PaTTAN.			
Lead Person/Position	Year of Training		
Special Education Director and PaTTAN	2022 - 2025		
Hours Per Training	Number of Sessions	Provider	Audience
20 total hours, trainings vary in length	Varies	District Intermediate Unit PaTTAN	Paraprofessionals

Transition

Description of Training			
The district transition coordinator will attend the Pennsylvania Transition Conference each summer and transition council meetings quarterly. She will then, in conjunction with the Special Education Director provide the learned information with teachers and parents that have students ages 14 -21 on transition concepts such as postsecondary jobs, college, technical school, military, and independent living at the students' IEP meetings. The district will continue to plan and meet the transition needs of all students age 14 years and older. Penn Cambria School District's progress will be monitored through Indicator 13.			
Lead Person/Position	Year of Training		
Special Education Director and Transition Coordinator	2022 - 2025		
Hours Per Training	Number of Sessions	Provider	Audience
1.5 (Varies)	5 per year (Varies)	District Intermediate Unit Other	Parents Special Education Teachers Other

Science of Literacy

Description of Training			
MTSS Training in the area of reading. Reading specialists along with elementary principal and school psychologist will collaborate and hold meetings every 6 weeks to review student progress in the area of reading. They will collectively determine additional supports that each individual student needs along with conducting mini reading trainings when needed for the general education and special education teachers.			
Lead Person/Position	Year of Training		
Elementary Principal, School Psychologist, Special Education Director	2022 - 2025		
Hours Per Training	Number of Sessions	Provider	Audience
3	6	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Transition process and agencies that can assist our students from 14 years of age and beyond.			
Lead Person/Position	Year of Training		
Special Education Director and Transition Coordinator	2022 - 2023		
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Understanding the Special Education Process and IEPs.			
Lead Person/Position	Year of Training		
Special Education Director and School Psychologist	2023 - 2024		
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents Paraprofessionals

Description of Training			
Executive functioning and specially designed instruction that can assist students			
Lead Person/Position	Year of Training		
Special Education Director and School Psychologist	2024 - 2025		
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents Paraprofessionals

IEP Development

Description of Training	
Focus on writing IEP Present Levels and Specially Designed Instruction	

Lead Person/Position		Year of Training	
Special Education Director and School Psychologist		2022 - 2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Description of Training			
Focus on developing a Positive Behavior Support Plan based off of a Functional Behavior Assessment			
Lead Person/Position		Year of Training	
Special Education Director and School Psychologist		2023 - 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Signatures & Affirmations

Approval Date

2022-06-21

Uploaded Files

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

Superintendent/Chief Executive Officer

William W. Marshall

Date

2022-06-22

