

Port Allegany SD
Special Education Plan Report
07/01/2014 - 06/30/2017

District Profile

Demographics

20 Oak St
Port Allegany, PA 16743
(814)642-2596
Superintendent: Gary Buchsen
Director of Special Education: Kerri Dach

Planning Committee

Name	Role
Gary Buchsen	Administrator
Marc Budd	Administrator
Kerri Dach	Administrator
Dan Eskesen	Ed Specialist - School Counselor
Loren Ferguson	Ed Specialist - School Counselor
Tracy Kio	Administrator
Beth Scanlon	Ed Specialist - School Counselor

Core Foundations

Special Education

Special Education Students

Total students identified: 132

Identification Method

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

The Port Allegany School District complies with federal and state regulations for identifying students thought to be eligible for special education services within the District's jurisdiction, including children suspected of having learning disabilities. Our child find activities include public notices in local newspapers, school handbooks, and the website. The school district does provide screenings to identify any potential concerns that could impact the student's education. The District utilizes the ability/achievement discrepancy model for the identification of students with specific learning disabilities and implements many elements of the Pennsylvania response to intervention and instruction (RTII) framework. These elements include a tiered system of successively more intense interventions, standards-aligned curriculum, progress monitoring, and data-based decision making.

At the elementary level, children's progress is monitored via PSSA, Study Island, DIBELS, and GRADE assessments. Children who are failing to make sufficient progress are moved to an intensive intervention mode with specific goals set, and interventions designed by the team and implemented faithfully by school personnel. Progress is monitored and those students not meeting their goal(s) are referred for further evaluation. Information from student responses in the context of intervention is used in determination of eligibility for special education services. When a referral is received, the school district conducts a formal evaluation of the student. When a specific learning disability is suspected the evaluation typically includes assessments of intellectual ability and academic achievement functioning. Parent input and parent concerns are obtained during the evaluative process. A classroom observation is conducted. The child's perspective about the learning process is gathered informally in the context of the individual assessment.

Further information is gathered to determine whether the child has failed to meet age – grade level state standards in any of the eight areas and if the student exhibits a pattern of strengths and weaknesses in performance and or achievement as defined by a severe discrepancy between intellectual ability, achievement, or relative to age or grade. As well, information is gathered regarding vision and hearing status, Intellectual Disability, emotional disturbance, cultural and/or environmental issues, limited English proficiency or lack of appropriate instruction that would rule out identification as a student with a specific learning disability.

All of this information is discussed at a face-to-face Multidisciplinary Evaluation Team meeting

with parents as members and summarized in written form in the evaluation report. All generated/collected information is considered including parent information in making a determination of a specific learning disability and all perspectives with regard to interpretation of available information is considered. The team determines whether the child meets criteria as a student with specific learning disability, identifies needs and makes recommendations to the IEP team to enable the child to participate in the general curriculum as appropriate for the child. In making its recommendation to the IEP team the Multidisciplinary Evaluation Team needs to review whether there are any things the IEP team needs to consider prior to developing the IEP such as measurable annual goals, specially designed instruction and supplementary aids and services.

The majority opinion is reflected in the evaluation report and Multidisciplinary Evaluation Team members need to indicate whether the opinion of the report is consistent with their conclusion. If any team member reaches a different conclusion they need to check “no” and offer a written differing opinion which needs to be attached and read in concert with the evaluation report itself. At the secondary level, students who are failing to make sufficient progress as determined by PSSA, GRADE, and earned grades are recommended for intensive interventions. Goals are set and progress monitored. When a student does not show progress with the interventions that student is referred for further evaluation with the evaluative process moving as noted above. When staff members and parents contact the pre-referral team regarding students of concern, existing data is analyzed to establish the need for additional support. Based on this review, the team recommends additional supports such as Title I reading and/or math and other regular classroom interventions. If the student does not attain the target rate of response or skill level, the student is referred for a psycho-educational evaluation. However, parents may request an evaluation at any time.

Once identified, the district follows the mandated evaluation and re-evaluation procedures and time lines as required by IDEA and Chapter 14 regulations. The school psychologist uses a variety of assessment tools to evaluate students and determine associated eligibility and need for special education services. This includes a review of records, standardized assessments of cognitive and academic ability, scales of social, functional, emotional and behavioral functioning, parent, teacher, and classroom based information as well as clinical impressions.

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: <http://penndata.hbg.psu.edu/BSEReports>

The state average for Special Education students in the 2011-2012 school years was 15.2%. Port Allegany's percentage for Special Education students was 15.5%.

The percentage of Intellectually Disabled students has ranged from 14.8% to 18.2% in the Port Allegany school district for the past five years. It is consistently about 8% higher than the state average. In 2011-2012, 15.2% of Port Allegany's students were intellectually disabled. The state percentage was 7.1%. Currently this school year, the district has a total of 9 students in grades K-12 with an intellectual disability.

Over the past seven years, the percentage of Port Allegany students with Specific Learning Disabilities has ranged from 54.5% to 60.8% with the 2011-2012 year being 54.5%. The state percentage for 2011-2012 was 46.9%.

Over the past seven years, the percentage of Port Allegany students who receive Speech and Language support has been within two to three percentage points of the state average. In 2011-2012, the state percentage was 16.2% and the Port Allegany percentage was 17.2%.

Due to our low enrollment numbers, our percentages are higher than the state average percentage rates in the specific disability categories. When comparing our overall special education percentage (15.5%) to the state percentage (15.2%) there is not any significant disproportionality.

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?

At this time we do not have any 1306 students within the district.

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).

Currently, there are no facilities for incarcerated students located within our district boundaries. However, the McKean County Prison is located in the Smethport Area School District. The Port Allegany School District maintains an agreement with the Smethport Area School District for the provision of educational services for our students detained in the McKean County Prison. This includes a provision for the delivery of educational records to the receiving host district for students with disabilities. The McKean County probation officers provide timely feedback and special education services are provided by the host district to ensure FAPE in accordance with basic education circular guidelines.

Least Restrictive Environment

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

The Port Allegany School District maintains a strong commitment to serving students with disabilities in the regular education environment. The district aims to ensure that, to the maximum extent appropriate, students with disabilities 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 Least Restrictive Environment (LRE) for a student depends upon the IEP team's determination of what is appropriate for the student. Guiding questions for IEP team consideration focus first on what will be provided for a student before questions of where it will be provided.

The following guiding questions lead IEP teams toward appropriate decision making:

- Can appropriate education (determined by the IEP team) be achieved in the regular class with supports already in place?
- Can the regular classroom and teaching be modified by providing supplementary aids and services in order to achieve appropriate education?
- Can appropriate education be achieved in the next, more restrictive setting with services currently in place?
- Can the next more restrictive setting be modified by providing supplementary aids and services in order to achieve appropriate education?
- Are there additional opportunities for integration, either through extracurricular activities, or while achieving some IEP goals?

The Port Allegany School District emphasizes IEP team decision making in determining the appropriate educational placements for students with disabilities. IEP teams determine the LRE based on the individual students' needs.

The pre-referral systems contain elements of the Pennsylvania response to intervention and instruction (RTII) framework, including universal access to quality, standards-aligned core instruction, tiered intervention, progress monitoring, relational support, and data-based decision making. For example, student progress is monitored through a series of increasingly intense interventions matched to instructional needs. This data is used to guide instruction, eligibility processes, and school improvement efforts.

Per IDEA and Chapter 14 regulations, all evaluations for special education eligibility require review by a multi-disciplinary team. Supplementary aids and services are given first priority before consideration of more restrictive placement options. It is important to note that student placement decisions are based on need rather than convenience.

The Port Allegany School District professional staff development initiatives have included trainings in a variety of areas including inclusionary practices, co-teaching, and differentiated instruction in efforts to increase capacity for meeting students' needs. Staff have access to a full range of ongoing professional development targeting data collection and analysis, alternative assessments, evidence-based practices, differentiated instruction, co-teaching models, autism, school wide positive behavior support, progress monitoring, special education paraprofessional competencies, curricular adaptations and modifications, writing standards-aligned IEPs, and RTII.

Based on the 2011/12 Special Education Report Card, the Port Allegany School District met our SPP targets for the educational environment. The SPP target for inside the regular education classroom for 80% or more was 65%. The state average was 62.2% while Port Allegany was at 83.2%. Port Allegany's group sizes were too small and not displayed for the other areas. Port Allegany does have 6 students that are receiving instruction in an emotional support setting that is out of the district. The district does not have an emotional support classroom in the district, our students are attending IU fair share classes in neighboring districts. We also have 2 students with IEPs that are attending an alternative education setting. The alternative education program is provided by an outside agency that is off of school grounds. The school district's goal is to meet our students' needs so that they can be successful. The discussions begin with the regular education setting, interventions, and progress.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

Positive Behavior Support:

Within our schools Positive Behavior Support is addressed through all of our staff from instructional aides to administration. At the elementary school teachers or parents may refer students for screening and additional behavioral support. As part of the support process, parental permission is

received prior to conducting screening activities that lead to the development of intensive behavior support plans. If needed the team may refer the student for an evaluation at any time during this process.

School Psychological services are provided on a contractual basis with Seneca Highlands Intermediate Unit 9. The psychologist consults with the team to address behavioral needs across the tiers. The school psychologist is the lead staff person responsible for the facilitation of the Functional Behavior Assessment (FBA) process. Following the development of the FBA the school psychologist consults with the team on the development of the Positive Behavior Support Plan. Furthermore the school psychologist is able to provide individual counseling to students as determined by the IEP team.

De-escalation:

All special education contracted employees from Seneca Highlands Intermediate Unit 9 are certified as Safety Care Specialists within their first year of employment. The Safety Care curriculum incorporates specific incident prevention, minimization and de-escalation strategies that can be utilized in many situations to help avoid the use of restraints. In addition, the incident prevention, minimization and de-escalation strategies can be integrated into a student's Individualized Education Plan or Positive Behavior Support Plan as needed. In addition, the district certifies selected staff members in Safe Crisis Management.

School Based Behavioral Health Services:

The guidance counselors meet to discuss and plan for the behavioral health needs of students. Students are able to access the Student Assistance Program as well as services such as Wraparound. Students in need of further counseling or support can access services through Dickinson Mental Health. The school psychologist is able to provide individual counseling to students as determined by the IEP team.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Port Allegany School District ensures all students, including those that are hard to place, receive services promptly in the least restrictive environment by collecting data from the pre-referral teams and parents. Furthermore, representatives from the District consult with the Intermediate Unit Nine Autism

Team and behavior specialist consultants, utilize paraprofessional support, make referrals to the McKean and Potter County CASSP coordinators, collaborate with local wrap around providers, and participate in interagency meetings. All placements, including those in programs outside the district, are based on identified student needs.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

In keeping with the Port Allegany School District's mission, the purpose of our special education plan is to provide an evidence-based support system for all students to overcome obstacles to meet increased standards for academic rigor, develop the skills necessary for success in the postsecondary classroom and workplace, and adapt to changes. It is further understood that ever-changing individual student needs and current research will drive the type, intensity, frequency, and duration of intervention from the level of core instruction through evaluation for special education services should data suggest the need for specially-designed instruction per the Individuals with Disabilities Education Act (IDEA) and Chapter 14 regulations. The Port Allegany School District strives to be proactive in its approach to support inclusive practices, provide education in the least restrictive environment, and utilize positive behavior support strategies throughout all school buildings.

Pre-referral teams exist at the elementary and secondary levels. These structured systems contain elements of the Pennsylvania response to intervention and instruction (RTII) framework, including universal access to quality, standards-aligned core instruction, tiered intervention, progress monitoring, relational support, and data-based decision making. For example, student progress is monitored through a series of increasingly intense interventions matched to instructional needs. This data is used to guide instruction, eligibility processes, and school improvement efforts. A peer tutoring program is also operating at the secondary level.

The district, Seneca Highlands Intermediate Unit Nine, and Mental Health Systems work closely to provide the full continuum of special education services for students identified as needing specially designed instruction, including children from low incidence populations. For example, the Seneca Highlands Intermediate Unit Nine provides contract services for learning support (in-district), full and part-time partial hospitalization programs in conjunction with Dickinson Mental Health, emotional support classrooms, life skills support, and autistic support, speech and language support, hearing support, vision support, as well as occupational and physical therapy. In addition, the district works with Beacon Light Behavioral Health Systems to provide alternative education programming at the Bridgeport Academy and services to students with more significant mental health needs at the Short Term Adolescent Recovery (STAR) Program and Custer City Licensed Private School.

All of our special education programs employ evidence-based instructional practices to ensure progress toward IEP goals. Teachers are required to attend professional development trainings yearly. Initial (8th grade) and final (11th grade) transition review meetings are held at the secondary level to ensure proper planning and enhance agency participation. Our students, including those with disabilities, continue to obtain marketable workplace skills at the Seneca Highlands Area Vocational Technical School. Our student assistance program (SAP) team continues to serve students with mental health and/or substance abuse challenges with support from outside agencies.

Our commitment to integrating technology is evidenced through our mobile labs, Smart Boards, and online learning initiatives. The district is also utilizing online learning to provide instruction to our students.

The District promotes IEP team member attendance in accordance with IDEA regulations and Chapter 14

of the Pennsylvania Code. Parents of students with disabilities are encouraged to attend local and regional training programs.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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Coudersport Elementary School	Neighboring School Districts	Emotional Support	1
Otto Eldred Elementary School	Neighboring School Districts	Emotional Support	1
Austin Area School District	Neighboring School Districts	Emotional Support	1
Adolescent Intensive Outpatient Program	Other	Emotional Support	3
Bridgeport	Other	Alternative Education/Partial Program	2

Special Education Program Profile

Program Position #1

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 6	1	0.1
Port Allegany Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 13	9	0.9
Justification: Instruction is individualized at student skill levels within the classroom.							

Program Position #2

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 9	1	0.1
Port Allegany Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	8	0.9

Program Position #3

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	1	1

Program Position #4

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	9	1

Program Position #5

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.2
Port Allegany Junior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	17	0.8

Program Position #6

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	14	1

Program Position #7

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	20	1

Program Position #8*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	18 to 18	1	0.2
Port Allegany Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 16	4	0.8

Program Position #9*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	27	0.8
Justification: Students are instructed individually or in small groups within the accepted age range.							
Port Allegany Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 18	1	0.2
Justification: Students are instructed individually or in small groups within the accepted age range.							

Special Education Support Services

Support Service	Location	Teacher FTE
Personal Aide	Elementary School	1

Classroom Aides	Elementary Life Skills	3
Classroom Aides	High School Life Skills	3

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	1.5 Days
Physical Therapy	Intermediate Unit	4 Hours
School Psychologist	Intermediate Unit	2 Days
Special Education Supervisor	Intermediate Unit	2 Days
Vision Teacher	Intermediate Unit	3 Hours
Hearing Teacher	Intermediate Unit	3 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<p>To increase the skill level for professional staff, and related services, and paraeducators working with learners with autism in early childhood settings, elementary, and secondary schools. These skills include:</p> <p>On-going professional development for staff:</p> <ol style="list-style-type: none"> 1. Implementation of Applied Behavioral Analysis based strategies developed by professional staff that supports growth in Common Core academics, functional skills, independent living, and social skills areas. 2. Share relevant information about learners with autism with IEP teams to facilitate problem solving, decision making, program planning and other team activities to address problem areas. 3. Engage students in learning experiences within and outside of the general education classroom. 4. Provide learning strategies to accommodate different learning preferences, ability preferences, ability levels and other learning needs of individual learners with autism. 5. Implement behavioral programs developed by professional staff for individual learners.
Person Responsible	Superintendent and Principals
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3
# of Sessions	3
# of Participants Per Session	1
Provider	IU9/Pattan
Provider Type	IU

PDE Approved	No
Knowledge Gain	<p>Effective researched based professional staff lead interventions appropriate for implementation by certified staff and non-certified but highly qualified Paraeducators including:</p> <p>Implementation of Applied Behavioral Analysis based strategies, de-escalation of agitated students, School-wide Positive Behavior Support, social skills, and communication skills.</p>
Research & Best Practices Base	<p>Use of well-trained highly qualified professional staff and paraeducators leads to better instruction and achievement by students with autism.</p> <p>For classroom teachers, school counselors and education specialists</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Portfolio

Behavior Support

Description	<p>Positive Behavior Support: District personnel will participate in School Wide Positive Behavior Support trainings offered through Seneca Highlands Intermediate Unit 9 and PaTTAN. These trainings will support our efforts to develop and implement Positive Behavior Support systems across the three tiers.</p> <p>The long term goals of these efforts include: help maintain identified students in the Least Restrictive Setting, increase staff skills in the use of behavioral data, increase the effectiveness of Positive Behavior Support Plans, and reduce</p>
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	<p>the number of suspensions and reduce or eliminate the use of restraints.</p> <p>De-escalation: In order to support students with a full range of positive behavior support interventions, including prevention of challenging behaviors through the use of incident prevention, minimization and de-escalation strategies staff will be trained to provide these supports when other supports prove to be inadequate to address challenging behaviors. In order to address those needs all special education contracted employees from Seneca Highlands Intermediate Unit 9 are certified as Safety Care Specialists within their first year of employment.</p>
Person Responsible	Director of Special Education/ Superintendent/ Principals
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	4
# of Participants Per Session	15
Provider	IU9
Provider Type	IU
PDE Approved	No
Knowledge Gain	<p>Positive Behavior Support trainings will provide the school based team guidance on the development and implementation of School Wide Positive Behavior Support across the tiers of implementation.</p> <p>Safety care trainings will provide staff with knowledge and skills to effectively prevent, minimize and de-escalate student behavioral incidents.</p>
Research & Best Practices Base	<p>Research supported by OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, has demonstrated that when implemented with fidelity School Wide Positive Behavior Support can help reduce student discipline referrals, improve student attendance, and remove various systems levels barriers to student achievement.</p>

	The Safety Care core curriculum utilizes basic principles such as: prompting, differential reinforcement and behavioral momentum that have a strong research history in the applied behavior analytic literature.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Joint planning period activities</p>

Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of student attendance and performance data. Reduction in the number of student suspensions, restraints, and out of district placements.</p>
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Paraprofessional

Description	<p>To increase the skill level for paraeducators working with learners with diverse instructional and related services needs in elementary and secondary schools under the direction of professional staff. These skills include:</p> <p>On-going professional development for staff:</p> <ol style="list-style-type: none"> 1. Carry out tasks as assigned by the teacher: Implementing strategies developed by professional staff that support inclusive environments and respect individual differences among learners and their families. 2. Share relevant information about learners with teachers to facilitate problem solving, decision making, program planning and other team activities. 3. Assist professional staff in activities that engage children and youth in learning experiences. 4. Assist professional staff with planning and organizing learning experiences. 5. Assist professional staff with modifying learning strategies to accommodate different learning preferences, ability preferences, ability levels and other learning needs of individual learners. 6. Implement behavioral programs developed by professional staff for individual learners. 7. Assist students with individualized learning activities or independent study projects assigned by the professional staff.
Person Responsible	superintendent, Principals, and Director of Special Education
Start Date	7/1/2014

End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3
# of Sessions	8
# of Participants Per Session	1
Provider	IU9/Pattan
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Effective researched based professional staff lead interventions appropriate for implementation by a non-certified but highly qualified Paraeducator including de-escalation of agitated students, CPR/First-aid, School-wide Positive Behavior Support, Reading and Math Curriculum and Instructional Support, Functional Curriculum, and use of Educational Technology.
Research & Best Practices Base	Use of well-trained highly qualified paraeducators leads to better instruction and achievement by students with IEPs.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p>

Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Reading NCLB #1

Description	<p>The Reading ESEA Target for 2011-2012 was 81.0%. Port Allegany did not meet this ESEA Target for the IEP group. The State Rate for Reading was 39.8% and LEA Rate for Reading was 26.7%. The district rate is lower than the State Rate.</p> <p>Baseline:</p> <p>Baseline information for Port Allegany School District is generated from the 2013 PSSA results.</p> <p>Baseline Data:</p> <p>2013 PSSA Reading Data for IEP students: <u>Grade 3</u>: 30.0% Below Basic, 60.0% Proficient, 10.0% Advanced; <u>Grade 4</u>: 75.0% Below Basic, 25.0% Advanced; <u>Grade 5</u>: 73.3% Below Basic, 20.0% Basic, 06.7% Advanced; <u>Grade 6</u>: 76.9%</p>
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	<p>Below Basic, 15.4% Basic, 07.7% Advanced; <u>Grade 7</u>: 46.7% Below Basic, 26.7% Basic, 20.0% Proficient, 06.7% Advanced; <u>Grade 8</u>: 44.4% Below Basic, 22.2% Basic, 22.2% Proficient, 11.1% Advanced</p> <p>The Mathematics ESEA Target for 2011-13 was 78.0%. Port Allegany did not meet the IEP ESEA Target. The State Rate for Mathematics was 43.6% and LEA Rate for Mathematics was 29.4%. The district rate is lower than the State Rate.</p> <p>Baseline:</p> <p>Baseline information for Math performance by Port Allegany School District was generated from the 2013 reports.</p> <p>Baseline Data:</p> <p>2013 PSSA Math Data for IEP students: <u>Grade 3</u>: 20.0% Below Basic, 20.0% Basic, 40.0% Proficient, 20.0% Advanced; <u>Grade 4</u>: 50.0% Below Basic, 25.0% Proficient, 25.0% Advanced; <u>Grade 5</u>: 66.7% Below Basic, 13.3% Basic, 20.0% Proficient; <u>Grade 6</u>: 61.5% Below Basic, 23.1% Basic, 07.7% Proficient, 07.7% Advanced; <u>Grade 7</u>: 46.7% Below Basic, 20.0% Basic, 20.0% Proficient, 13.3% Advanced; <u>Grade 8</u>: 40.0% Below Basic, 30.0% Basic, 30.0% Proficient</p>
Person Responsible	superintendent, Principals, and Director of Special Education
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3
# of Sessions	4
# of Participants Per Session	8
Provider	IU9
Provider Type	IU
PDE Approved	No
Knowledge Gain	Effective educational teaching skills based on research using effective practices.

Research & Best Practices Base	Data informed decision making and instructional strategies related to best practices.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>

	High (grades 9-12)
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Transition

Description	<p>Port Allegheny Area School District is committed to provide transition planning for all students with disabilities beginning at the age of 14 or younger if recommended by the IEP team. Transition planning involves post-school outcomes in the following three areas: postsecondary education/training, employment and independent living. As part of the IEP process, post-school student outcomes are addressed and transition services and activities related to individual postsecondary goals are identified.</p> <p>Our district does coordinate with the Seneca Highlands IU9 Transition Consultant to provide Initial Transition Planning (ITP) meetings with all eight grade students receiving Special Education services. Final Transition Review (FTR) planning meetings are completed with all eleventh grade students receiving Special Education services. These planning meetings are held on an annual basis and parent participation, agency coordination, and student engagement are encouraged as part of the secondary transition process.</p> <p><u>CBVI coordinate</u></p> <p>The Port Allegheny Area School District was part of the Effective Practices for Secondary Transition (EPST) Cohort 1 for the 2013-2014 school year. Our</p>
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	<p>school district successfully completed the training and carried out the responsibilities throughout the process by working with the Seneca Highlands Intermediate Unit 9 Transition Consultant and guidance from the Pennsylvania Training and Technical Network (PaTTAN).</p> <p>In order to further support high quality transition plans as part of the IEP process, successful completion of Indicator 13: Individual Checklist Review training with secondary staff will be implemented on an annual basis.</p>
Person Responsible	superintendent, Principals, and Director of Special Education
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.5
# of Sessions	3
# of Participants Per Session	8
Provider	IU9
Provider Type	IU
PDE Approved	No
Knowledge Gain	This training will provide staff with the prerequisite knowledge necessary to develop an effective, high-quality secondary transition program and implement meaningful data-driven Individualized Education Plans for students.
Research & Best Practices Base	The Department of Education has identified critical elements of transition planning necessary for students to have an appropriate opportunity to successfully transition to adult life after graduation.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic

leadership roles	standards. Instructs the leader in managing resources for effective results.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers Other educational specialists Related Service Personnel
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Focused monitoring of Individualized Education Programs with feedback
Evaluation Methods	Focused monitoring of Individualized Education Programs with feedback

Special Education Affirmations

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

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

No signature has been provided

Board President

Affirmed by Tony Flint on 1/2/2013

Chief School Administrator